

CURRICULUM GUIDE



HIGH SCHOOL

Mr. Bruce Fawcett
Head of School

Mrs. Tanya Lynch
High School Principal



GRADUATION REQUIREMENTS

ACADEMIC TECHNOLOGY

ATHLETICS

ENGLISH

ESOL

FINE ARTS

MATHEMATICS

NATURAL SCIENCES

SOCIAL SCIENCES

WORLD LANGUAGES AND CULTURES

GENERAL

GRADUATION REQUIREMENTS

Students must earn 24 credits to graduate. Distributional requirements are listed below. Students earn one credit for each full-year course and 1/2 credit for each semester course.

GRADUATION REQUIREMENTS

English	4 years
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Math	4 years
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Social Science	4 years
Human Geography, World History plus 2 other core	

Natural Sciences	3 years
Biology, Chemistry plus Physics or Environmental Science	

World Language	2 years
Same language completed sequentially in high school	

Fine Arts or Academic Technology	1 year
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Personal Fitness, Yoga, Dance, Tennis, HS Team Sports,	1 semester
or	

High School sports team	1 season
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Health	1 semester
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Leadership: Decisions and Dialogue <i>formerly Confronting Bias</i>	1 semester
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Community Service	100 hours
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24
CREDITS TO
GRADUATE

ONE CREDIT
EACH
FULL-YEAR
COURSE

1/2 CREDIT
EACH
SEMESTER
COURSE

ACADEMIC TECHNOLOGY

Welcome to Academic Technology. Your child can explore the many areas of STEAM offered in the courses below as well as in our multiple, robust academic teams, honor society and clubs. For further information, please do not hesitate to reach out to Ariel Jespersen (ariel.jespersen@nbps.org)



ACADEMIC TECHNOLOGY

COMPUTER SCIENCE

[Introduction to Programming with Python](#)

[AP Computer Science Principles](#)

[AP Computer Science A](#)

[IB Computer Science SL/HL I Year 1](#)

[IB Computer Science SL/HL II Year 2](#)

[Cyber Security \(summer\)](#)

ROBOTICS

[Introduction to Robotics \(Semester\)](#)

[Honors Advanced Robotics](#)

AVIATION

[General Aviation 1: Theoretical Foundations](#)

[General Aviation 2: Practical Applications](#)

ENGINEERING

[Hon Principles of Engineering](#)

[Introduction to Design Technology \(Semester\)](#)

[Hon Design Technology 2](#)

[IB Design-Technology SL/HL I Year 1](#)

[IB Design-Technology SL/HL II Year 2](#)

INTRODUCTION TO PROGRAMMING WITH PYTHON

TEC 4310, TEC 4320

Brief Course Overview:

Introduction to Programming with Python introduces students to the basics of computer programming using the Python language. This course teaches how to use computational thinking concepts to solve problems and develop algorithms. The class begins with an introduction to turtle programming that allows students to easily visualize how commands and statements are interpreted by a computer. Afterwards, students move onto more traditional console-based programming, considering concepts such as:

- Variables and data types,
- Conditional statements,
- Loops and iteration,
- Functions and exceptions,
- Strings,
- Data structures, and
- Graphics in Python

This course is considered a foundational course and is recommended for any and all students.

Students will be able to:

- Write and interpret Python code using correct syntax and logic to develop structured and functional programs.
- Design and implement algorithms using variables, conditionals, loops, and functions to solve computational problems effectively.
- Debug and troubleshoot programs systematically to identify and correct syntax and logic errors.
- Create visual representations using Python’s Turtle module to understand how code translates into graphical output.

Prerequisites: None

Course Length:	Semester
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

TEC 5310

Brief Course Overview:

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The course includes the following big ideas:

Main Topics of Study:

- Creative Development
- Data
- Algorithms and Programming
- Computer Systems and Networks
- Impact of Computing

Students will be able to:

- Understand how computing and algorithms can be used to solve real-world problems efficiently.
- Design and implement programs using abstraction, decomposition, and iterative development.
- Recognize the societal impacts of computing, including ethical considerations, privacy, and security.
- Analyze and manipulate data to gain insights and make informed decisions.
- Communicate computational processes and solutions effectively.
- Develop a growth mindset for problem-solving, debugging, and refining computational artifacts.

Throughout exploring these topics, all students are required to learn the coding language JavaScript, and make some fully functional apps. One of the final apps that they make will be submitted to the college board as their Performance Task grade. The Performance Task is counted as 30% of their AP score. The rest of 70% of the AP score is a multiple-choice AP End-Of-Course Exam.

Prerequisites : 93% or better in Algebra 1

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

This course culminates in the AP Computer Science Principles examination.

It is required for AP Computer Science Principles students to take the AP Computer Science Principles exam which has a registration fee.

ADVANCED PLACEMENT COMPUTER SCIENCE A

TEC 6310

Brief Course Overview:

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Main Topics of Study:

- Primitive Data Types
- Using Objects
- Boolean Expressions and If Statements
- Iteration
- Writing Classes
- Arrays
- Array Lists
- 2D Arrays
- Inheritance
- Recursion

What are the Enduring Understandings of the course?

- By the end of this course:
- Students will understand the principles of object-oriented programming, including encapsulation, inheritance, and polymorphism.
 - Students will be able to write, test, and debug Java programs that implement algorithms and solve complex problems.
 - Students will apply data structures such as arrays, Array-lists, and 2D arrays to manage and manipulate data efficiently.
 - Students will be able to analyze algorithms in terms of efficiency and correctness.
 - Students will develop the ability to break down problems into modular, reusable components using methods and classes.
 - Students will be proficient in reading and interpreting documentation and code written by others.

Prerequisites:

85% or better in AP Computer Science Principles or an 93% or better in Introduction to Programming with Python

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

This course culminates in the AP Computer Science A examination.

It is required for AP Computer Science A students to take the AP Computer Science exam which has a registration fee.

IB COMPUTER SCIENCE SL/HL YEAR 1

TEC 6320

Brief Course Overview:

IB Computer Science SL/HL is a two year course is a rigorous and practical problem-solving course focused on exploring beyond programming and computing fundamentals. It expands students’ understanding of computing by drawing upon a wide spectrum of knowledge combined with a major application development project. The course focuses on topics in the Standard Level syllabus, which include,

- Computer fundamentals
- Networks
- Databases
- Machine learning
- Computational thinking
- Programming
- Object Oriented Programming (OOP)

In addition, students will spend much of the year completing their Internal Assessment, a several month long application development project requiring the student to plan, design, develop and deploy a program as a solution for a client with a real-life problem.

Student will be able to:

- Design, implement, and analyze solutions to problems
- Develop appropriate algorithms and data structures to solve existing and new problems
- Write solutions fluently in an object-oriented paradigm
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset
- Read and understand programs consisting of several classes and interacting objects
- Read and understand a description of the design and development process leading to such a program
- Understand the ethical and social implications of computer use

Prerequisites: 85% or better in AP Computer Science A

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

This is a two-year IB course with required formal assessments and end-of-course exams.

IB COMPUTER SCIENCE SL/HL YEAR 2

TEC 7320, TEC 7330

Brief Course Overview:

IB Computer Science Year 2 is a continuation of IB Computer Science Year 1 where students review the knowledge from Year 1 as well as further explore problem solving in topics such as,

- Computer fundamentals
- Networks
- Databases
- Machine learning
- Computational thinking
- Programming
- Object Oriented Programming (OOP)

HL students will explore the following topics beyond those covered by standard-level students:

- Abstract data types (e.g., trees, linked lists, stacks, etc.)

Additionally, HL students will analyze a case study on a topic within computer science.

Students will be able to:

- Design, implement, and analyze solutions to problems
- Develop appropriate algorithms and data structures to solve existing and new problems
- Write solutions fluently in an object-oriented paradigm
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset
- Read and understand programs consisting of several classes and interacting objects
- Read and understand a description of the design and development process leading to such a program
- Understand the ethical and social implications of computer use

Prerequisites:

85% or better in IB CS Year 1 to remain at their current level and an 93% or better to move from SL to HL.

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

Students in this course must take the IB Computer Science examination.

Students enrolled in AP and IB courses will be assessed a fee associated with each course to cover the cost of external examination.

INTRODUCTION TO CYBERSECURITY

TEC 8011

Brief Course Overview:

In this semester course, you will learn the basics of Cybersecurity, this Cybersecurity course is designed for students with some exposure to computer science. You do not need to know any programming to enjoy this class. As our world becomes increasingly dependent on technology, Cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber attacks. This course prepares students with crucial skills to be responsible citizens in a digital future.

Main Topics of Study:

- **What is Cybersecurity?** Students are introduced to cybersecurity. They learn why cybersecurity is important, recent threats to cybersecurity, and different careers in the field.
- **Digital Citizenship and Cyber Hygiene:** Students learn Internet etiquette and how to keep themselves safe on the world wide web. Students gain an awareness of the potential effects of their digital footprint, how to protect their information from online risks, and the implications of cyberbullying. Students will also learn how to find and cite quality resources online.
- **Software Security:** Students learn what happens when you run a program and how to look inside web apps using developer tools, source code, and more. Students will learn about common attacks and recommend solutions for flawed security systems.
- **The ABCs of Cryptography:** Students learn about the history of cryptography systems, the motivation behind using encryption systems, and basic cryptography systems. Students learn how to use cryptography, cryptology, and cryptanalysis to decode a message without the use of a key.
- **Networking Fundamentals:** Students learn how the Internet connects computers all over the world. They learn about basic networking protocols, practical networking, and how networks are secured. Students learn about network hacking and the ethics and legality of hacking.

What are the Enduring Understandings of the course?

- Students will understand the importance of cybersecurity in an increasingly digital world, including common threats, career opportunities, and the role of responsible digital citizenship.
- Students will be able to practice digital citizenship and cyber hygiene, recognizing online risks, managing their digital footprint, protecting personal information, and understanding the ethical implications of online behavior, including cyberbullying.
- Students will develop an understanding of networking fundamentals, including how the Internet connects devices, basic networking protocols, security measures, and ethical considerations related to hacking.

Prerequisites: None

Course Length:

Semester

Meets NBPS Graduation Requirement?

Arts/Tech

Included in Bright Futures GPA calculation?

No

Included in NBPS GPA?

Yes

NCAA Core Class?

No

State University Core Class?

No

INTRODUCTION TO ROBOTICS

TEC 4201, TEC 4202

Brief Course Overview:

In this year-long class, students will use robotics and engineering to explore the fundamentals of problem-solving, program design, algorithms, and programming using a high-level language. A robot is an embedded system of software and hardware. Programming and building robots applies science, technology, engineering, art, and math (STEAM) concepts. It will consist of instruction on principles of engineering, physics, electronics, mechanics, and computer programming, and much of the course will focus on hands-on experimentation. Laboratory experiments will require students to build simple robots to demonstrate these principles.

Main Topics of Study

- Drive Systems
- Programming
- Torque and Gear Systems
- Grabbing and Lifting Objects
- Game Analysis

What are the Enduring Understandings of the course?

- Students will understand the fundamentals of robotics and engineering, including how embedded systems integrate software and hardware to solve problems.
- Students will develop skills in programming and problem-solving, using a high-level language to design algorithms and control robotic systems.
- Students will apply engineering and physics principles to build and experiment with robotic systems, focusing on drive systems, torque, gear ratios, and mechanical components.

Prerequisites: None

Course Length:	Semester
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

HONORS ADVANCED ROBOTICS

TEC 5210

Brief Course Overview:

In this class, students will use robotics to design and prototype various robots to solve a specific set of problems, program design and algorithms, and employ more complex programming using a high-level language. Programming and building robots applies science, technology, engineering, art, and math (STEAM) concepts. This course provides an in-depth study of robotics at a more independent level and at a faster pace. In this course, students will compete at the highest level in two US FIRST competitions. The first competition is the FTC or FIRST Tech Challenge, which is a competition based on EV3 brain-based robots (18” cubed) designed to meet various complex challenges. The second is the FRC competition in which students design one large robot to meet a specific, demanding challenge. The FTC competition utilizes parts off the shelf while the FRC competition requires crafting from scratch and engineering (mechanical, electrical, and computer) of the entire robot.

Students shall utilize skills obtained in Intro to Robotics to build robots to compete against students at other schools. They will be provided with a set of rules that the students will be required to follow while planning, designing, constructing, and ultimately competing in local events. In addition to the engineering of the FTC robot in the fall and the FRC robot in the winter, they will also be required to provide essays, videos, and other submissions (formal documents required by US FIRST).

Main Topics of Study:

- Advanced Robot Design & Prototyping
- Programming & Algorithm Development
- Mechanical, Electrical, and Computer Engineering Applications
- Competition Strategy & Game Analysis
- Technical Documentation & Media Creation

What are the Enduring Understandings of the course?

- Students will develop advanced robotics skills, including design, prototyping, and programming to solve complex challenges in a competitive setting.
- Students will apply engineering principles (mechanical, electrical, and computer) to build robots for two high-level US FIRST competitions: FTC (FIRST Tech Challenge) and FRC (FIRST Robotics Competition).
- Students will gain experience in team collaboration, project management, and documentation, including writing formal reports, creating videos, and preparing submissions required for competitions.

Prerequisites: 93% or better in Introduction to Robotics

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	No

GENERAL AVIATION 1: THEORETICAL FOUNDATIONS

TEC 4500

Brief Course Overview:

This year-long course of instruction concentrates on the theoretical foundations of general aviation, providing the training associated with successfully completing the aeronautical knowledge test administered by the Federal Aviation Administration for the private pilot certificate level and the airplane single-engine land class. Topics include aerodynamics, navigation, communications, aircraft systems, meteorology, regulations, performance, weight & balance, upset prevention & recovery training, aeronautical decision-making, and human factors. Skills will be introduced through both classroom and hands-on flight activities, including flight lessons and scenario-based, mission-oriented flight activities with planning and execution components.

Main Topics of Study:

- FAA private pilot certification
- Aerodynamics
- Navigation
- Communications
- Aircraft systems
- Meteorology
- Aircraft flight regulations
- Upset prevention
- Aircraft weight and balance
- Aircraft recovery training
- Aeronautical decision-making

What are the Enduring Understandings of the course?

- Students will understand the theoretical foundations of general aviation, including aerodynamics, aircraft systems, and flight operations.
- Students will develop aeronautical knowledge necessary to prepare for the FAA Private Pilot Knowledge Test, including navigation, meteorology, regulations, and communication protocols.
- Students will gain hands-on experience with flight operations, engaging in scenario-based flight activities that reinforce planning, execution, and in-flight problem-solving.

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

GENERAL AVIATION 2: PRACTICAL APPLICATIONS

TEC 5500

Brief Course Overview: General Aviation (GA) II: Practical Applications, 10-12 / Honors

This year-long course of instruction expands general aviation knowledge and skills, preparing students for the practical test administered by the Federal Aviation Administration for the private pilot certificate level and the airplane single-engine land class. Theoretical topics include aerodynamics, navigation, communications, aircraft systems, meteorology, regulations, performance, weight & balance, upset prevention & recovery training, aeronautical decision-making, and human factors. Furthermore, practical areas of operation will include pre- and post-flight preparation/procedures, airport operations, takeoff/landing components, ground/performance maneuvers, airborne navigation, upset prevention & recovery training, basic attitude and instrument maneuvers, emergency operations, and night operations. Skills will be introduced through both classroom and hands-on flight activities, including flight lessons and scenario-based, mission-oriented flight activities with planning and execution components.

Main Topics of Study:

- FAA private pilot certification
- Aerodynamics
- Navigation
- Communications
- Aircraft systems
- Meteorology
- Aircraft flight regulations
- Upset prevention
- Aircraft weight and balance
- Aircraft recovery training
- Aeronautical decision-making
- Risk management skills
- Aircraft operations
- Aircraft Instrumentation

What are the Enduring Understandings of the course?

- Students will develop aeronautical knowledge necessary to prepare for the FAA Private Pilot Knowledge Test, including navigation, meteorology, regulations, and communication protocols.
- Students will enhance their aeronautical decision-making and risk management skills, applying human factors and safety principles to real-world flight scenarios.
- Students will develop competency in practical areas of operation, including pre- and post-flight procedures, airport operations, takeoff and landing components, airborne navigation, upset prevention & recovery, and emergency operations.
- Students will understand the fundamentals of flight instrumentation, learning to interpret and utilize cockpit instruments for navigation, situational awareness, and safe flight operations.

Prerequisites: Successful completion of General Aviation 1.

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS PRINCIPLES OF ENGINEERING

TEC 4010

Brief Course Overview:

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills.

Main Topics of Study:

- Energy and Power
- Materials and Structure
- Control Systems
- Statistics and Kinematics

What are the Enduring Understandings of the course?

- Mechanisms are used to redirect energy within a system by manipulating force, speed, and distance.
- Energy often needs to be converted from one form to another to meet the needs of a given system.
- Energy systems can include multiple energy sources that can be combined to convert energy into useful forms.
- Teamwork requires constant communication to achieve the desired goal.

Prerequisites :

B or better in Honors Geometry or an A- or better in College Prep Geometry. ESOL Level 3 or higher is also required.

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

INTRODUCTION TO DESIGN TECHNOLOGY

TEC 4101, TEC 4102

Brief Course Overview:

Inspire. Create. Share! Design Technology I meets in the NBPS Maker Lab, where students will be inspired to transform ideas from design to prototyping to fabrication (inventing or making things). Along with learning how to use digital tools and technologies like 3D printers and laser cutters, students will learn the art of hand-made creations too!

Project concepts and themes will be explored and researched through an interdisciplinary approach, combining Science, Technology, Engineering, Arts, and Math (STEAM). Students will have opportunities to develop their own creativity, exploring how to make cool stuff using the design process along with hands-on problem-solving.

Expressing who we are through the things we make grounds and connects us as human beings. Creative expression transforms us through our journey of becoming the next best version of who we will be and what we will share with the world!

Main Topics of Study:

- **Semester 1:** “Let There Be Light,” explores electricity and the beauty of light through 3D printing, laser cutting, and hand-building interactive projects
- **Semester 2:** “Life: Here and Elsewhere,” explores life on Earth and beyond through hands-on design projects. Topics might investigate human identity, natural systems, or possible futures using 3D printing, laser cutting, and hand-building.

Students will:

- Acquire a foundational understanding of Design Technology and Makerspaces, encompassing a broad spectrum of digital tools, materials and ideation processes.
- Gain the ability to think critically, creatively approach problems, and iteratively refine designs using hand-made and digital technology.
- Experience of iterative processes and not always getting things "right" on the first try. They will learn how to move forward from challenges, while gaining new levels of practical skills and an expanded awareness of self.
- Develop an e-Portfolio showcasing their design process, thoughtful reflections, and finished projects that demonstrate proficiency in applying acquired skills. This digital documentation becomes a wonderful addition to submit on Internship and College applications.

Prerequisites: None

Course Length:	Semesters
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS DESIGN TECHNOLOGY 2

TEC 5110

Brief Course Overview:

Honors Design Technology II is designed to challenge and engage high school students with a passion for creativity, innovation, and problem-solving. This advanced course builds upon foundational principles of design and technology, emphasizing critical thinking, collaboration, and hands-on, project-based learning. Students will explore a wide range of design concepts, tools, and techniques while developing practical skills applicable to various fields.

Main Topics of Study:

- User Centered Design
- Digital Fabrication Tools (CAD, 3D Printing + Laser Cutting)
- Modeling and Prototyping
- Working Collaboratively

Students will:

- Acquire an intermediate understanding and proficiency with Design Technology, encompassing a broad spectrum of digital fabrication tools, materials and ideation processes.
- Creatively analyze design problems, identify constraints and generate innovative solutions. Through the creation process, students will be able to research, test and prototype through adaptive decision making.
- Understand the experience of iterative processes and not always getting things "right" on the first try. They will learn how to move forward from challenges, while gaining new levels of practical skills and an expanded awareness of self.
- Develop an e-Portfolio showcasing their design process, thoughtful reflections, and finished projects that demonstrate proficiency in applying acquired skills. This digital documentation becomes a wonderful addition to submit on Internship and College applications.

Prerequisites:

93% or better in Introduction to Design Technology

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

IB DESIGN–TECHNOLOGY SL/HL YEAR 1

TEC 6110

Brief Course Overview:

IB Design Technology is a two-year course targeted at prospective designers, engineers and artists. "Design Tech" is based on a model of project-based learning that incorporates knowledge, skills and design principles for problem-solving. It assumes no previous experience in either technology or design. The intent is not solely the acquisition of knowledge about design and technology, which may change or become outdated, but it is about learning how to adapt to new experiences and to approach problems with the appropriate skills and the relevant techniques to identify the important elements and, crucially, to develop the optimum solutions.

The design cycle model is at the core of the course—a fundamental concept underpinning the design process, and central to a student’s understanding of design activities. Each element of the design cycle represents how designers progress through the design process to refine the design solution in increasing detail. All first year students are expected to participate in the IB Group 4 Project, which typically occurs in the spring.

Main Topics of Study:

Standard Level (Core) Topics include:

- Ergonomics
- User-centered design
- Responsibility of the designer
- Inclusive design
- User-centered research methods
- Prototyping techniques
- The IB DP Design process
- Modeling and prototyping
- Design for sustainability
- Design for a circular economy
- Material classification and properties
- Material selection
- Product analysis and evaluation

- Manage the design process; communicate how they solved a problem; and invent a solution to a problem.
- Have experience using digital fabrication tools to design/ invent solutions to problems.

Prerequisites:

93% or better in Honors Design Technology 2, Honors Advanced Robotics, or Honors Principles of Engineering. PLUS a conversation with the IB coordinator.

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Elective

This is a two-year IB course with required formal assessments and end-of-course exams.

Higher Level (Additional) Topics include:

- Beyond usability
- Introduction to structural systems
- Introduction to mechanical systems
- Introduction to electronic systems
- Structural systems application and selection
- Mechanical systems application and selection
- Electronic systems application and selection
- Life cycle analysis
- Manufacturing techniques
- Production systems
- Design for manufacture strategies

Students will:

- Understand the design process, how to solve problems, how to generate ideas, how to prototype solutions, and how to evaluate a design and a design process, and how to communicate that your design solved the problem in the most suitable way.

IB DESIGN-TECHNOLOGY SL/HL YEAR 2

TEC 7110, TEC 7120

Brief Course Overview:

IB Design Technology is a two-year course targeted at prospective designers, engineers and artists. "Design Tech" is based on a model of project-based learning that incorporates knowledge, skills and design principles for problem-solving. It assumes no previous experience in either technology or design. The intent is not solely the acquisition of knowledge about design and technology, which may change or become outdated, but it is about learning how to adapt to new experiences and to approach problems with the appropriate skills and the relevant techniques to identify the important elements and, crucially, to develop the optimum solutions.

The design cycle model is at the core of the course—a fundamental concept underpinning the design process, and central to a student’s understanding of design activities. Each element of the design cycle represents how designers progress through the design process to refine the design solution in increasing detail. All first year students are expected to participate in the IB Group 4 Project, which typically occurs in the spring.

Main Topics of Study:

Standard Level (Core) Topics include:

- Ergonomics
- User-centered design
- Responsibility of the designer
- Inclusive design
- User-centered research methods
- Prototyping techniques
- The IB DP Design process
- Modeling and prototyping
- Design for sustainability
- Design for a circular economy
- Material classification and properties
- Material selection
- Product analysis and evaluation

- Manage the design process; communicate how they solved a problem; and invent a solution to a problem.
- Experience using digital fabrication tools to design/invent solutions to problems.

Prerequisites:

85% or better in IB Design Technology Year 1 to remain at their current level and an 93% or better to move from SL to HL.

Course Length:	Year
Meets NBPS Graduation Requirement?	Arts/Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Elective

Higher Level (Additional) Topics include:

- Beyond usability
- Introduction to structural systems
- Introduction to mechanical systems
- Introduction to electronic systems
- Structural systems application and selection
- Mechanical systems application and selection
- Electronic systems application and selection
- Life cycle analysis
- Manufacturing techniques
- Production systems
- Design for manufacture strategies

This is a two-year IB course with required formal assessments and end-of-course exams.

Students will:

- Understand the design process, how to solve problems, how to generate ideas, prototype solutions, and evaluate a design and a design process, and how to communicate that your design solved the problem in the most suitable way.

Students enrolled in AP and IB courses will be assessed a fee associated with each course to cover the cost of external examination.

ATHLETICS



ATHLETICS

[Health](#)

[Hockey](#)

[Tennis \(extra fee\)](#)

[Personal Fitness](#)

[High School Team Sports](#)

[Yoga \(extra fee\)](#)

HEALTH

ATH 4011, ATH 4012

Brief Course Overview:

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, physical, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Guiding Questions: How are mental, emotional, and social health related? How can increasing my knowledge of personal health impact my academic success? How is our understanding of health changing over time and what is its impact?

Main Topics of Study:

- Mental, Social and Physical Health
- Overall Wellness

What are the Enduring Understandings of the course?

- Application of health concepts
- Development of an individual wellness plan
- Mental, Social and Physical Health

Prerequisites:

No prerequisites or teacher recommendations are needed.

Course Length:	Semester
Meets NBPS Graduation Requirement?	Health
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

HOCKEY

ATH 4061, ATH 4062

Brief Course Overview:

This course is offered to students who are interested in becoming a skilled hockey player and improving their overall physical condition. This class allows them to develop and hone their hockey skills through drills and competition both on and off the ice.

Guiding Questions: How do hockey-specific motor skills, movement patterns, and game strategies enhance physical fitness? How do teamwork and sportsmanship affect game-play? How can practicing good sportsmanship in hockey impact your life outside of school?

Main Topics of Study:

- General Principles of the Game
- Advanced Techniques and Skills Related to the Sport
- Safety Practices and Techniques

What are the Enduring Understandings of the course?
Students will be able to:

- Train on ice and off throughout the school year
- Extend their knowledge of the sport
- Gain knowledge of proper techniques and skill to excel as a hockey player

Prerequisites:

Must be a member of the NBPS Hockey Program

Course Length:	Semester
Meets NBPS Graduation Requirement?	PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

TENNIS

ATH 4051, ATH 4052

Brief Course Overview:

This course is offered to students who are interested in becoming a skilled tennis player and improving their overall physical condition. This class allows them to develop and hone their tennis skills through drills and competition.

Guiding Questions: How do tennis-specific motor skills, movement patterns, and game strategies enhance physical fitness? How do teamwork and sportsmanship affect game play? How can practicing good sportsmanship in tennis impact your life outside of school?

Main Topics of Study:

- General Principles of the Game
- Advanced Techniques and Skills Related to the Sport
- Safety Practices and Techniques
- Sportsmanship and Fair Play

What are the Enduring Understandings of the course?

Students will be able to:

- Train on the court with knowledgeable coaches four days out of the week
- Extend their knowledge of the sport
- Gain knowledge on proper techniques and skills to excel as a tennis player

Prerequisites:

No prerequisites or teacher recommendations are needed.

Course Length:	Semester
Meets NBPS Graduation Requirement?	PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

PERSONAL FITNESS

ATH 4021, ATH 4022, ATH 8001

Brief Course Overview:

This course offers instruction and practice in proper techniques for the development of muscular strength, endurance, and flexibility. Emphasis is placed on the application of scientific principles and methods used to build, improve, and maintain proper muscular fitness.

Guiding Questions: How does weightlifting enhance overall physical, emotional, and social fitness? What principles of weightlifting are applicable to life outside of class? What long-term effects can good weightlifting practices have on your life?

Main Topics of Study:

- General Weightlifting Practices
- Techniques and skills related
- Safety Practices and Techniques

What are the Enduring Understandings of the course?

Students will be able to:

- Gain knowledge of general weightlifting principles and guidelines
- Extends the knowledge of health-related fitness concepts
- Gain knowledge of proper techniques and skills
- Helps the student improve health-related fitness

Prerequisites:

No prerequisites or teacher recommendations are needed.

Course Length:	Semester
Meets NBPS Graduation Requirement?	PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

HIGH SCHOOL TEAM SPORTS

ATH 4121, ATH 4122

Brief Course Overview:

The Team Sports class offers an engaging and dynamic approach to physical fitness through the exploration and participation in various team-based athletic activities. This trimester-long course is designed to provide students with an immersive experience in a diverse range of sports, fostering teamwork, sportsmanship, and physical skill development.

Objective:

Develop the fundamentals, strategies, and techniques of multiple team sports, including basketball, flag football, soccer, ultimate frisbee, pickleball, and handball. The curriculum focuses on enhancing individual skills such as dribbling, passing, shooting, throwing, and strategic positioning, while also emphasizing the importance of collaboration, communication, and cooperation within a team setting.

Students will have the opportunity to develop their athleticism, agility, coordination, and overall physical fitness through regular practice sessions and game-play in each sport. In addition to refining their technical abilities, the class emphasizes the importance of fair play, respect for opponents, and adherence to rules and regulations governing each sport.

Class Structure:

The class structure includes a combination of instructional sessions, skill-building drills, intra-class scrimmages, and organized game play to provide a well-rounded experience in each sport. Students will also engage in reflective exercises and discussions aimed at understanding the significance of teamwork, leadership, and perseverance in sports and daily life.

Main Topics of Study

- Fundamentals and Techniques of Team Sports
- Teamwork and Communication
- Sportsmanship and Ethics
- Physical Fitness and Athletic Development
- Strategies and Game Play

What are the Enduring Understandings of the course?

- Team sports foster collaboration, communication, and leadership skills applicable in athletics and daily life.
- Developing technical skills in multiple sports enhances overall athletic ability and coordination.
- Sportsmanship and ethical play are essential for building respect, integrity, and fairness in competition.
- Strategic thinking and adaptability are crucial components of successful team performance.
- Physical activity promotes lifelong health, well-being, and personal growth.

Prerequisites:

No prerequisites or teacher recommendations are needed.

Course Length:	Semester
Meets NBPS Graduation Requirement?	PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

YOGA

ATH 4031, ATH 4032, ATH 8301

Brief Course Overview:

This course is designed to introduce students to the basic postures, breathing techniques, and relaxation methods of Yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely. The aim of this course is to promote an increased healthy body and mind.

Guiding Questions: How do Yoga-specific motor skills and movement patterns enhance physical fitness? How does Yoga impact mental and emotional health? How can practicing the principles of Yoga impact your life outside of school?

Main Topics of Study:

- Develop an Understanding of Yoga Etiquette and Terminology
- Develop Skills and Knowledge of Breathing and Relaxation Techniques
- Acquire the Basic Skills of a Yoga Practice
- Develop an Understanding of Immediate and Long-term Benefits of Yoga Practice

What are the Enduring Understandings of the course?

Students will be able to:

- Demonstrate understanding and competency in using controlled movement to perform basic Yoga moves
- Use self-awareness and visualization to achieve proper positions
- Demonstrate acceptance and understanding of the etiquette of group Yoga practice
- Monitor and modify their independent Yoga practice to ensure maximum physical and mental benefit
- Discuss and consider the history of Yoga and its influence on today’s culture of physical fitness

Prerequisites:

No prerequisites or teacher recommendation are required.

Course Length:	Semester
Meets NBPS Graduation Requirement?	PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

ENGLISH



ENGLISH

Core

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Electives

[Creative Writing](#)

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[Adaptations of Mythology](#)

ENGLISH 9

ENG 4000, ENG 4005

Brief Course Overview:

English 9 is a foundation course where literary genres from different time periods and cultures are used to teach a variety of writing, language arts, and vocabulary skills and enhance cultural literacy. Students will explore the through-line “Journeys” throughout the varied texts, discussion, and their own personal writing, helping them create a perception of who they are as learners and global citizens. The journeys through-line invites students to think about the way people grow through the goals they set and the difficulties they encounter. Our texts offer the opportunity to discuss journeys as both literal and symbolic adventures that reveal and shape characters. Texts studied in this course currently include: *The Odyssey*, *Romeo and Juliet*, and *Lord of the Flies*. Additionally, each semester, students self-select an independent reading text. Along with the common tasks, reading, writing, and discussion should offer an occasion for self-reflection, for students and teachers to see themselves as participants in varied journeys towards learning, growth, and discovery. Questions that will guide the learning throughout the course include: How does literature help us understand ourselves and others? How do we apply a variety of strategies for reading comprehension and analysis in our readings of myths, short stories, novels, drama, poetry, and epic? How do we develop our distinctive writing voices through expository, argumentative, MLA-style research, and creative writing assignments? How does the development of literary elements convey and shape meaning?

Main Topics of Study:

- How we read, think, and write critically while exploring journeys, identity, and interpersonal conflicts, and culture, as evidenced through classic and modern literature
- Analysis of ancient Greek culture through the exploration of the epic hero and myths
- Reading, study, performance, and analysis of poetic devices
- Critical reading and performance review of Shakespearean drama
- Exploration of a guided research project, along with production of a research paper
- Writing process pieces of narrative, expository, and argumentative writing, along with on-demand shorter pieces of writing

Students will be able to:

- Read and demonstrate understanding of a variety of literary genres and information texts, including novel, poetry, drama, epic, non-fiction
- Use a variety of organizational techniques to present ideas and supporting details logically and coherently in narrative, expository, persuasive, research, and creative writing
- Revise written work collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and coherence
- Edit and proofread to produce final drafts, using correct grammar, usage, and mechanics according to the conventions of standard English
- Use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences
- Use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as poem recitation, acting, and presenting

Prerequisites:

Above ESOL level 3 is required for this course. LPA: As members of Lighthouse Point Academy, we understand that students require differentiation in all aspects of learning. Additional materials and organizational procedures will be addressed as needed.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS ENGLISH 9

ENG 4100

Brief Course Overview:

English 9 Honors is a foundation course where literary genres from different time periods and cultures are used to teach writing, language arts, and vocabulary skills and enhance cultural literacy. Students will explore the throughline of “Journeys” through the varied texts, discussion, and their own personal writing, helping them create a perception of who they are as learners and global citizens. The journeys throughline invites students to think about the way people grow through the goals they set and the difficulties they encounter. Our texts offer the opportunity to discuss journeys as both literal and symbolic adventures that reveal and shape characters. Texts studied in this course currently include: *The Odyssey*, *Romeo and Juliet*, and *Lord of the Flies*. Additionally, each semester, students self-select an independent reading text. Along with the common tasks, reading, writing, and discussion should offer an occasion for self-reflection, for students and teachers to see themselves as participants in varied journeys towards learning, growth, and discovery. Questions that will guide the learning throughout the course include: How does literature help us understand ourselves and others? How do we apply a variety of strategies for reading comprehension and analysis in our readings of myths, short stories, novels, drama, poetry, and epic? How do we develop our distinctive writing voices through expository, argumentative, MLA-style research, and creative writing assignments? How does the development of literary elements convey and shape meaning? The Honors section of English 9 differs from the College Prep course in its pace, the depth of coverage of the material, the addition of outside readings, the addition of self-directed projects and presentations, and the degree of difficulty in terms of assessment.

Main Topics of Study:

- How we read, think, and write critically while exploring journeys, identity, and interpersonal conflicts, and culture, as evidenced through classic and modern literature
- Analysis of ancient Greek culture through the exploration of the epic hero and myths
- Reading, study, performance, and analysis of poetic devices
- Critical reading and performance review of Shakespearean drama
- Exploration of a self-driven research project, along with production of a research paper
- Writing independent pieces of narrative, expository, and argumentative writing, along with on-demand shorter pieces of writing

Students will be able to:

- Read and develop an advanced understanding of literary elements of fiction across a variety of literary genres and contexts, audience, and purpose for non-literary information texts
- Use a variety of organizational techniques to present ideas and supporting details logically and coherently in narrative, expository, persuasive, research, and creative writing
- Revise written work collaboratively and independently, focusing on support for ideas, clarity,
- Accuracy and coherence; edit and proofread according to the conventions of standard English
- Apply knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences

Prerequisites:

85% and above in grade 8 honors course, plus teacher recommendation. 93% and above in grade 8 course plus teacher recommendation. Above ESOL level 3 is required for this course. Students must be confident in their abilities in reading and writing. Additionally, students need to have the ability to work at an accelerated pace compared to the college prep level

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ENGLISH 10

ENG 5000, ENG 5005

Brief Course Overview:

English 10 enhances students’ cognitive abilities in preparation for a rigorous eleventh-grade year. Activities in this course include lessons on literary analysis through exposure to novels, short stories, and plays. College-level essay format with primary and secondary source citations will be the primary medium by which students convey ideas and observations about the texts we encounter. Students will also engage in a number of projects focused on critical thinking to deepen their understanding. Major units of study include the following texts: *The Girl Who Smiled Beads*, *The Great Gatsby*, and *House on Mango Street*. Guiding questions that will be explored include: How do our moral and social values shape our interactions with others? How does material wealth affect one’s position in society and his or her ability to be successful? How do we become thoughtful, critical readers and writers?

Main Topics of Study:

- How we read, think, and write critically about the decline of the American Dream and the impact of societal influences on the individual in *The Great Gatsby*
- How we read, think, and write critically about the role of socio-economic class in shaping personal identity through the study of *House on Mango Street*
- How does the social, cultural, and personal context of the author shape meaning for the reader through the study of *The Girl Who Smiled Beads*?
- How do writers create genres to shape meaning?

Students will be able to:

- Students will be able to go beyond literal reading comprehension to analyze the effects of an author’s choices and historical context of fiction, applying the literary elements to their thinking, reading, and writing
- Students will be able to write a literary analysis research-based essay utilizing the correct MLA format and primary/secondary source material

Prerequisites:

Students must be above ESOL level 3. Students must be confident with their abilities in reading and writing. Independence and diligence combined with the ability to read and understand a variety of texts is a must.

LPA: As members of Lighthouse Point Academy, we understand that students require differentiation in all aspects of learning. Additional materials and organization procedures will be addressed as needed.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ENGLISH

HONORS ENGLISH 10

Course Number: ENG 5100

Brief Course Overview:

English 10 Honors enhances student cognitive abilities in preparation for the prestigious International Baccalaureate program. Activities in this course explore the throughline, “What is an Individual’s Place in Society?” and include lessons on literary analysis and rhetoric analysis through exposure to novels, short stories, and plays. College-level essay format with primary and secondary source citations will be the medium by which students convey ideas and observations on the texts we encounter. Major units of study include the following texts: *The Great Gatsby*, *Animal Farm*, *House on Mango Street*, *The Girl Who Smiled Beads*, and many student-chosen independent texts. Guiding questions that will be explored include: How do our moral and social values shape our interactions with others? How does material wealth affect one’s position in society and his or her ability to be successful? Is it human nature to want control of natural resources, cultural influence, and personal destiny? How do we become thoughtful, critical readers and writers?

The Honors section of English 10 differs from the College Prep course in its pace, the depth of coverage of the material, additional readings, the addition of self-directed projects and presentations, and the degree of difficulty in terms of assessment.

Main Topics of Study:

- How we read, think, and write critically about the Questions of Fate vs Free Will in Drama
- How we read, think, and write critically about the decline of the American Dream and the impact of societal influences on the individual in *The Great Gatsby*
- How we read, think, and write critically about how an individual shapes society with political and individual influence through the study of *Animal Farm*
- How we read, think, and write critically about how individual and social bias shapes decisions, actions, and thoughts through the study of *Julius Caesar*
- How we read, think, and write critically about the role of socio-economic class in shaping personal identity through the study of *House on Mango Street* and *The Girl Who Smiled Beads*

Students will be able to:

- Students will be able to go beyond literal reading comprehension to analyze the effects of an author’s choices and the historical context of fiction, applying the literary elements of fiction to their speaking and writing assignments.
- Students will be able to write a literary analysis research based essay utilizing correct MLA format and primary/secondary source material.

Prerequisites:

85% and above the grade 9 Honors course. 93% and above in grade 9 CP course. ESOL Level 3 and above. Students must be confident with their abilities in reading and writing. Additionally, students need to have the ability to work at an accelerated pace compared to the college prep level. Independence and diligence combined with the ability to read and understand a variety of texts is a must.

Course Length:

Year

Meets NBPS Graduation Requirement?

English

Included in Bright Futures GPA calculation?

Yes

Included in NBPS GPA?

Yes

NCAA Core Class?

Yes

State University Core Class?

Yes

ENGLISH

ENGLISH 11

ENG 6000, ENG 6005

Brief Course Overview:

English 11 College Prep develops students for critical levels of reading and writing. Students develop an understanding of a range of texts and genres around the throughline of “How Can Man Find Himself in Society and Come Into His Own?” Students are given composition instruction and learn to fully integrate both primary and secondary sources into their writing using MLA format. This course is designed to develop a student’s power of expression through both written and oral communication and project-based group learning. Major units of study include the following texts: *The Things They Carried*, *A Raisin in the Sun*, and *Welcome to the Monkey House*. Essential questions that will be explored include: Can fiction ever be the truth? Can a man be destroyed but not defeated? Is man’s perception of himself based on his individual circumstances or his place in society?

Main Topics of Study:

- How we read, think, and write critically about our understanding of dystopian society and man’s place in it
- How we read, think, and write critically about the tangible and intangible things we carry with us in our daily lives through short stories and multicultural literature.
- How we read, think, and write critically about man’s struggle with the natural world through novels and poetry.
- How we read, think, and write critically about finding one’s true identity in a conflicted world through literature and non-literary information texts.

Students will be able to:

- Students are able to use textual evidence from literary works to support their own global understanding of the world around them.
- Students will understand a variety of forms of written communication, including an argumentative essay, research, and literary analysis essay.
- Students consolidate analysis of literary elements of fiction, and of how the author’s language and style shape meaning for the reader.

Prerequisites:

ESOL Level 3 or above. Students must be proficient with reading and writing in English. LPA: As members of Lighthouse Point Academy, we understand that students require differentiation in all aspects of learning. Additional materials and organizational procedures will be addressed as needed.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS ENGLISH 11

ENG 6100

Brief Course Overview:

English 11 Honors prepares students for the rigors of college-level reading and writing. Students develop an understanding of a range of texts and genres around the throughline of “How Can Man Find Himself in Society and Come Into His Own?” Students are given college-preparatory composition instruction and learn to fully integrate both primary and secondary sources into their writing using MLA format. This course is designed to develop a student’s power of expression through both written and oral communication, as well as project-based learning. In addition to the requirements of English 11, students in the Honors course will read more in-depth short stories, complete outside reading simultaneously, self-direct writing and research projects, and draw upon multiple texts for writing assignments. Major units of study include the following texts: *The Things They Carried*, *A Raisin in the Sun*, *The Complete Persepolis*, and *Welcome to the Monkey House*. Essential questions that will be explored include: Can fiction ever be the truth? Can a man be destroyed but not defeated? Is man’s perception of himself based on his individual circumstances or his place in society? The Honors section of English 11 differs from the College Prep course in its pace, the depth of coverage of the material, the addition of outside readings, the addition of self-directed projects and presentations, and the degree of difficulty in terms of assessment.

Main Topics of Study

- How we read, think, and write critically about our understanding of dystopian society and man’s place in it
- How we read, think, and write critically about the tangible and intangible things we carry with us in our daily lives through short stories and multicultural literature
- How we read, think, and write critically about man’s struggle with the natural world through novels and poetry
- How we read, think, and write critically about finding one’s true identity in a conflicted world through literature and non-literary information texts

What are the Enduring Understandings of the course?

Students will be able to:

- Students are able to use increasingly complex textual evidence from literary works to support their own global understanding of the world around them
- Students will understand a variety of forms of written communication, including an argumentative essay, research, and literary analysis essay
- Students consolidate analysis of literary elements of fiction, and of how the author’s language and style shape meaning for the reader
- Students will complete a Service Learning Project, in which students direct their learning of critical reading and writing

Prerequisites:

95% and above in grade 10 CP course, including teacher recommendation. 85% and above in grade 10 Honors course, including teacher recommendation. ESOL Level 3 or above. Students must be proficient with reading and writing in English.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB ENGLISH LANGUAGE AND LITERATURE SL YEAR 1 & 2

ENG 6200, ENG 7200

Brief Course Overview:

IB Language A: Language and Literature is a two-year course that aims to develop student’s skills in textual analysis in both literary and non-literary text types. Questions that will guide the learning throughout the course include: How should society question the meaning generated by language in texts? How does a student develop strong critical responses when evaluating texts, audience, and purpose? What is the function of context when analyzing the meaning generated by language? What is the effect of language, structure, technique, and style on the reader? How are global issues explored in non-literary and literary texts through the IB conceptual understanding of the seven key concepts: Community, Creativity, Perspective, Culture, Transformation, Identity, and Representation? The literary texts studied in this course may change each year according to the IB’s Prescribed Reading List and may include a Greek classical play or a Shakespearean tragedy. Students will also study many nonliterary texts such as blogs, articles, essays, letters, and documentaries. *Students completing an IB course at NBPS must take and complete all internal and external examinations. Students will be charged the IB-issued examination fee.*

Main Topics of Study:

- IB focuses on these Areas of Exploration: Time and Space, Intertextuality, and Readers, Writers, and Text
- Students study 4 literary works at Standard Level from a selection of literary forms, periods, and places
- Students study a range of non-literary texts and bodies of work that includes a wide variety of text types

Assessments for this Course:

- IB Internally Assessed Individual Oral
- IB Externally Assessed Paper 1- Language-Based Paper
- IB Externally Assessed Paper 2- Comparative Literary Paper
- Standard Level requires a minimum of 150 class hours

What are the Enduring Understandings of the course?

Students will be able to:

- Develop an appreciation of the different perspectives of people from other cultures and how these perspectives construct meaning
- Develop an appreciation of the formal, stylistic, and aesthetic qualities of literary and non-literary texts across time periods, cultures, styles, and genres
- Develop an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts
- Development of an understanding of “critical literacy”

Prerequisites:

93% grade in grade 10 Honors. Above ESOL level 3 are required for this course and teacher’s recommendation. Students must demonstrate high level independent learning skills, effective oral communication, and confident analytical writing. Students must also meet at least half of the qualities outlined in the IB Learner Profile.

Course Length:	2 years
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB ENGLISH LANGUAGE AND LITERATURE HL YEAR 1 & 2

ENG 6210, ENG 7210

Brief Course Overview:

IB Language A: Language and Literature is a two-year course that aims to develop students skills in textual analysis in both literary and non-literary text types. Questions that will guide the learning throughout the course include: How should society question the meaning generated by language in texts? How does a student develop strong critical responses when evaluating texts, audience, and purpose? What is the function of context when analyzing the meaning generated by language? What is the effect of language, structure, technique, and style on the reader? How are global issues explored in non-literary and literary texts through the IB conceptual understanding of the seven key concepts: Community, Creativity, Perspective, Culture, Transformation, Identity, and Representation? The literary texts studied in this course may change each year according to the IB’s Prescribed Reading List and may include a Greek classical play or a Shakespearean tragedy. Students will also study many nonliterary texts such as blogs, articles, essays, letters, and documentaries.. *Students completing an IB course at NBPS must take and complete all internal and external examinations. Students will be charged the IB-issued examination fee.*

Main Topics of Study:

- IB focuses on these Areas of Exploration: Time and Space, Intertextuality, and Readers, Writers, and Text
- Students study 6 literary works at Higher Level from a selection of literary forms, periods, and places
- Students study a range of non-literary texts and bodies of work that includes a wide variety of text types
- Students layer texts and study them simultaneously
- Develop an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to meanings in mass communication
- Development of the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- Development of an understanding of “critical literacy”

Assessments for this Course:

- IB Internally Assessed Individual Oral
- IB Externally Assessed Paper 1- Language-Based Paper
- IB Externally Assessed Paper 2- Comparative Literary Paper
- Students are assessed through a combination of formal examinations and oral and written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary text and the other a comparative response to a question based on two literary works studied
- Students also perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied
- HL students comply with an additional written coursework requirement which consists of writing a 1200 - 1500 word essay on one of the works or bodies of work studied.
- Higher Level requires a minimum of 240 class hours

What are the Enduring Understandings of the course?

Students will be able to:

- Develop an appreciation of the different perspectives of people from other cultures and how these perspectives construct meaning
- Develop an appreciation of the formal, stylistic and aesthetic qualities of texts across time periods, styles and genres

Prerequisites:

95% in grade 10 Honors, plus teacher recommendation. Above ESOL level 3 are required for this course. Students must demonstrate high-level independent learning skills, strong oral communication, and sophisticated analytical writing, all underpinned by the ability for critical thinking. Students must also meet at least half of the qualities outlined in the IB Learner Profile. Year 2: 85% in year 1

Course Length:	2 years
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ENGLISH

ENGLISH 12

ENG 7000, ENG 7005

Brief Course Overview:

English 12 College Prep is designed to prepare students to thrive in a post-secondary school world through written and digital literacy, critical thinking skills, rhetorical skills, writing for career-based disciplines, presentation skills, and research skills. English 12 offers a wide range of texts which cover different genres, time periods, and places. It develops the students’ powers of expression, both in oral and written communication, while encouraging students to think critically about the different interactions between text, audience, and purpose. Students will be encouraged to investigate topics that speak to them on a personal level or that ignite a future career interest or path. Students will leave this class with confidence, passion, and curiosity, as well as the written, verbal, digital, and critical thinking skills to use language and communication successfully in a global world. Core texts include *Othello*, *1984*, and *The Interpreter of Maladies*. A strong emphasis is placed on reading for pleasure and the self-selection of outside reading texts.

Main Topics of Study:

- College application essay
- Narrative, persuasive-argumentative, research, and literary analysis essays
- Rhetoric and the study of persuasive language
- Oral presentation skills
- Core non-fiction texts
- Literature across genres

Students will:

- Develop critical thinking and reflective skills
- Develop research skills
- Develop grammar and punctuation skills
- Develop independent learning skills
- Develop students’ power of expression, both in oral and written English communication in a variety of styles and situations
- Develop a personal critical response and appreciation of literature, the author’s context, and effective techniques

Prerequisites:

ESOL level 3 or above. It is assumed that students are highly competent in written English, spoken English, and reading, whether or not English is their mother tongue.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS ENGLISH 12

ENG 7100

Brief Course Overview:

English 12 Honors is designed to prepare students to thrive in a post-secondary school world through written and digital literacy, critical thinking skills, rhetorical skills, writing for career-based disciplines, presentation skills, and research skills. English 12 Honors offers a wide range of texts which cover different genres, time periods, and places. It develops the students’ powers of expression, both in oral and written communication, while encouraging students to think critically about the different interactions between text, audience, and purpose. Students will be encouraged to investigate topics that speak to them on a personal level or that ignite a future career interest or path. Students will leave this class with confidence, passion, and curiosity, as well as the written, verbal, digital, and critical thinking skills to use language and communication successfully in a global world. Core texts include *Othello*, *1984*, *The Interpreter of Maladies*, and *The Stranger*. A strong emphasis is placed on reading for pleasure and the self-selection of outside reading texts. The Honors section of English 12 differs from the College Prep course in its pace, the depth of coverage of the material, the addition of outside readings, the addition of self-directed projects and presentations, and the degree of difficulty in terms of assessment. English 12 Honors students will complete a self-directed research capstone project.

Main Topics of Study:

- College Application Essay
- Narrative, Persuasive-argumentative, Research, and Literary Analysis Essays
- Rhetoric and the Study of Persuasive Language
- Oral Presentation Skills
- Core Non-fiction texts
- Literature Across Genres
- Self-directed Research

Students will:

- Develop critical thinking and reflective skills
- Develop research skills
- Develop grammar and punctuation skills
- Develop independent learning skills
- Develop students’ power of expression, both in oral and written English communication in a variety of styles and situations
- Develop a personal critical response and appreciation of literature, the author’s context, and effective techniques

Prerequisites:

A 93% in English 11 plus teacher recommendation or a 85% in English 11 Honors plus teacher recommendation. ESOL level 3 or above. It is assumed that students are highly competent in written English, spoken English, and reading, whether or not English is their mother tongue.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

CREATIVE WRITING

ENG 4011, ENG 4111 (*Honors*)

Brief Course Overview:

The Creative Writing course provides students with opportunities to explore the art of writing across multiple genres, including poetry, fiction, creative nonfiction, and drama. Emphasis is placed on building confidence as a writer through experimentation, peer feedback, and revision. Alongside this, students will explore core elements of creative writing, including voice, style, narrative structure, thematic coherence, and character development. Early in the course, students will set a personal writing goal and work toward achieving it through structured practice and reflection. By the end of the course, students will have a portfolio showcasing their growth, creativity, and versatility as writers.

The Honors Creative Writing course provides students with the opportunity to develop original creative work with increased independence, intention, and craft. Students write across multiple genres—including poetry, short fiction, memoir, and hybrid forms—while studying mentor texts to inform stylistic and structural choices. Honors emphasizes sustained revision, workshop leadership, and public-facing writing, with students revising work for submission to contests, publications, or approved online platforms. The course may be repeated with rising expectations for sophistication and independence.

Main Topics of Study:

- Flash Fiction and Memoir Hybrid Writing
- Journal Prompt Writing (expanded into generative portfolios)
- Short Stories and Narrative Writing
- Poetry and Poetry Slams (with performance and publication focus)
- Travel and Blog Writing
- Film Script Treatments and Characterization Arcs
- Nord Anglia Creative Writing Competition and New York Times Competition
- Honors students revise and submit work for external review

Students will be able to:

- Understand that writing is an intentional, recursive process shaped by audience, purpose, and craft.
- Analyze mentor texts to identify effective creative and stylistic techniques.
- Apply insights from mentor texts and feedback to make strategic creative decisions in original writing.
- Engage in revision as a critical, sustained practice across multiple drafts to deepen complexity, precision, voice, imagery, and structure.
- Participate in writing workshops that involve giving and receiving targeted, constructive feedback to strengthen writing.
- Develop polished creative writing pieces across genres with attention to audience and purpose.

Prerequisites:

ESOL Level 3 and above. To earn Honors credit, students must be recommended for an Honors English course and complete all Honors requirements for this course.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

JOURNALISM

Course Number: ENG 4022, ENG 4122 (*Honors*)

Brief Course Overview:

In both the College Preparatory and Honors courses, students will develop essential skills in reporting, writing, and inquiry through hands-on projects. Students will learn to craft clear, engaging articles, ask probing questions to uncover nuance in current events, analyze professional journalism, practice interviewing techniques, and explore ethical considerations. After learning the fundamentals, students will apply their skills to more complex forms of journalism, such as investigative pieces and feature articles, incorporating research, storytelling, multimedia, and an examination of journalism’s role in society. The goal is to empower students to think critically and communicate effectively about the world around them.

Honors Journalism immerses students in the evolving field of journalism across print, digital, and broadcast platforms with an emphasis on ethical responsibility, credibility, and civic impact. Students critically examine real-world journalistic dilemmas, Supreme Court cases, and contemporary media while producing original reporting for authentic audiences. Honors students are expected to work with increased independence, conduct in-depth research, and revise select pieces for publication or external review. The course challenges students to understand journalism’s role as the “fourth estate” and to practice responsible reporting in a democratic society.

Main Topics of Study:

- Roles and Responsibilities of a Journalist and Ethics of Journalism
- Newsworthiness, Bias, and Alt-Facts
- Covering the Government
- Writing Strong Opinion and Editorial Pieces
- Interviewing Skills and In-Depth Features
- Sports, Business, and Entertainment Writing
- Citizen Journalism and the Digital Revolution

Students will be able to:

- Critically analyze, evaluate, and model a wide range of journalistic forms with attention to credibility and bias.
- Understand and apply ethical standards in reporting and editorial decision-making.
- Explain and evaluate the role of journalism in a democratic society.
- Conduct independent research and interviews to inform original reporting.
- Make intentional decisions about language, structure, and sourcing to responsibly inform diverse audiences.
- Sustain revision across multiple drafts to ensure clarity, accuracy, and integrity in reporting.
- Produce polished work that meets professional journalistic standards and effectively communicates to audiences.

Prerequisites: ESOL Level 3 and above. To earn Honors credit, students must be recommended for an Honors English course and complete all Honors requirements for this course.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

MYTHOLOGY AND THE HUMAN EXPERIENCE

Offered Semester 1 only

ENG 4031, ENG 4131 (Honors)

Brief Course Overview

Myths are stories that speak to the values and morals of specific religions and/or cultures. This class will push students to consider the purposes that mythology serves, the lessons that can be learned from these stories, the way these narratives speak to the time and/or place that gave rise to these tales, and ultimately what these stories can teach us about the human experience.

Main Topics of Study

- Mythological stories & archetypes (research & analysis)
- Ancient Greek & Roman mythology as a starting point (what myths reveal about culture)
- Translation and its impact on interpretation
- Historical & cultural context research (backgrounding texts)
- Key themes in mythic narratives
- Formal research writing skills (building toward a research paper)
- Student-selected mythological tradition (skill application through a sequence of assignments)
- Comparative mythology (cross-tradition similarities and what they reflect about human experience)
- Comparative textual analysis and pattern recognition (Greco-Roman vs. Mayan, Polynesian, Hindu, Shinto, Finno-Ugric, Norse, etc.)
- Honors extensions: enhanced summative components, peer presentation, independent research project on an additional Greek/Roman play

Students will:

- Understand how mythological texts reflect the time, place, and culture that produced them, offering valuable insights into societal values, morals, and historical contexts.
- Learn that, despite cultural differences, myths reveal shared human fears, aspirations, and values, highlighting the common threads that connect civilizations across time and space.
- Hone critical thinking, textual analysis, and research skills enabling students to interpret themes, patterns, and cultural significance effectively.

Prerequisites: Students must be in 10th-12th grade.

To earn Honors credit, students must be recommended for an Honors English course and complete all Honors requirements for this course.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

ADAPTATIONS OF MYTHOLOGY

Offered Semester 2 only

ENG 4032, ENG 4132 (Honors)

Brief Course Overview

Myths are stories that speak to the values and morals of specific religions and/or cultures. This class will push students to consider the purposes that mythology serves, the lessons that can be learned from these stories, the way these narratives speak to the time and/or place that gave rise to these tales, and ultimately what these stories can teach us about the human experience.

Main Topics of Study

- Modern adaptations of Greco-Roman myths
- Myth adaptations across multiple media (how form shapes meaning)
- Analyzing creators’ choices in adaptations (themes, characterization, audience, purpose)
- Researching a non–Greco-Roman mythological figure
- Creating an original adaptation
- Developing and presenting an adaptation pitch for modern audiences
- Honors extensions: additional research requirements for the semester-long adaptation project

Students will:

- Study modern adaptations to better understand how ancient myths can be reshaped to resonate with contemporary audiences while preserving their original essence.
- Learn to balance rigorous research with innovative thinking through projects and creative endeavors, fostering a deeper appreciation of mythology’s enduring impact and adaptability.
- Gain deeper insights into how literature, history, and arts meaningfully inform and shape one another.

Prerequisites:

Students must be in 10th-12th grade.

To earn Honors credit, students must be recommended for an Honors English course and complete all Honors requirements for this course.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

The ESOL program at North Broward Preparatory School supports students in developing their English skills in reading, writing, speaking, and listening while helping them succeed in grade-level coursework. The program serves students in grades 6–12 and provides targeted language instruction that builds confidence and prepares students for success within the school community and beyond.

Students are placed into one of three levels based on an assessment given upon arrival. They are assessed twice during the academic year to monitor progress and determine readiness to move to the next level. Placement and instruction are designed to meet students' individual academic and language needs while ensuring access to grade-level content.

ESOL classes follow a rigorous, student-centered curriculum that encourages active participation and cultural awareness. The goal of the program is to equip students with the skills and confidence needed to succeed academically and prepare for university and future opportunities.



ESOL

CORE

[English Grammar 1](#)
[English 9 Literature](#)
[English Grammar 2](#)
[English 10 Literature](#)
[English 9 Grammar & Literature](#)
[English 10 Grammar & Literature](#)
[English 11 Grammar & Literature](#)
[IB English B SL/HL \(Year 1 & 2\)](#)

ELECTIVES

[Foundations of Academic Writing](#)
[Academic Writing: Analysis and Development](#)
[Global Speaking](#)

ENGLISH GRAMMAR 1

ENG 4009

Brief Course Overview:

English Grammar 1 is an introductory grammar course designed for English language learners. The course introduces students to the basic forms and uses of English grammar while supporting the development of writing, reading, pronunciation, and critical thinking skills. Instruction reinforces grammar concepts through integrated reading, writing, listening, and speaking activities that promote meaningful language use.

At this level, students identify and classify core grammatical structures and apply them to communicate accurately in everyday and academic contexts. Students practice using these skills at the sentence and paragraph level across a range of writing tasks, building a strong foundation for continued language development in higher-level ESOL courses.

Main Topics of Study:

- Verbs: simple present; imperatives; present progressive; past tenses; future forms; perfect tenses; modals
- Subject-verb agreement and direct and indirect objects
- Sentence structure: simple, compound, and complex sentences (affirmative and negative; statements and questions)
- Nouns and articles: count and non-count nouns
- Pronouns: demonstrative, indefinite, and possessive
- Adjectives: descriptive, possessive, manner, quantity, comparative, and superlative
- Adverbs: frequency and quantity
- Vocabulary development strategies
- Conversation and speaking activities
- Oral language practice and activation activities

Students will be able to:

- Identify main ideas and specific details in written texts and listening activities
- Speak and write accurately in familiar situations using grammatical structures studied in class
- Produce clear, organized paragraphs appropriate to their language level
- Recognize and classify vocabulary in spoken and written texts
- Build and expand foundational English language skills

Prerequisites:

Language placement examination and/or current English teacher’s recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

ENGLISH 9 LITERATURE

ENG 4029

Brief Course Overview:

English 9 Literature is a theme-based course designed to support English Language Learners as they build strong reading comprehension and literary analysis skills. Students are exposed to a wide range of fiction and non-fiction texts written in English and selected to match students’ Lexile ranges. These texts represent multiple genres and diverse, multicultural perspectives that reflect a variety of voices, experiences, and cultures.

Through close reading and guided instruction, students learn to explain, interpret, and analyze vocabulary, literary elements, and central ideas within a text. The course emphasizes the development of reading strategies such as annotating, identifying main ideas and supporting details, making inferences, and synthesizing information from multiple sources.

Students strengthen their academic English through integrated listening, speaking, reading, and writing activities. Classroom instruction includes discussion, collaborative work, and written responses that help students express ideas clearly and confidently. By the end of the course, students are better prepared to engage with increasingly complex texts and to communicate their understanding effectively in both spoken and written English.

Main Topics of Study:

- Articles
- Biographies, memoir excerpts
- Short stories
- Graphic Novel: *Displacement*, *A Long Walk to Water*, *The Weight of Water*
- Poetry
- Drama excerpts

Students will be able to:

- Use context clues to determine the meaning of words
- Determine pronoun reference in a written text
- Identify and understand main ideas and key details of a written text
- Classifying and summarize information from a written text
- Annotate a text: plot, setting, characters
- Creating outlines for a written text
- Supporting ideas with examples

Prerequisites:

Language placement examination and/or current ESOL teacher’s recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

ENGLISH GRAMMAR 2

ENG 5009

Brief Course Overview:

English Grammar 2 is a course designed for English Language Learners who are developing greater control and accuracy in academic English. Students strengthen grammar, writing, reading, pronunciation, and critical thinking skills with an emphasis on the form, function, and appropriate use of English. Instruction integrates reading, writing, listening, and speaking activities to reinforce grammatical concepts in meaningful contexts.

At this level, students compare, analyze, and apply grammatical structures to improve accuracy and fluency in both spoken and written language. Students practice using a wide range of grammar structures at the sentence and paragraph level across multiple writing styles, preparing them for more advanced academic language tasks.

Main Topics of Study:

- Verbs: present simple vs. progressive; past simple vs. progressive; present perfect simple vs. progressive; past perfect; future forms; phrasal verbs; conditionals
- Sentence structure: simple, compound, and complex sentences
- Clauses: past and future time; comparison and contrast; cause and effect; conditional; relative clauses
- Gerunds, infinitives, and modals (present and past)
- Voice: active vs. passive
- Speech: direct and indirect
- Nouns and pronouns: personal and possessive
- Articles: definite and indefinite
- Adjectives: possessive, comparative, superlative
- Adverbs: comparative, superlative, frequency
- Prepositions: time, place, direction, and prepositional phrases
- Word forms: prefixes and suffixes

Students will be able to:

- Summarize information presented in a spoken text
- Speak and write accurately in a range of situations, using the grammatical topics studied in class
- Produce clear, detailed, and well-organized paragraphs on a variety of topics using multiple grammar structures

Prerequisites:

Language placement examination and/or current English teacher's recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

ENGLISH 10 LITERATURE

ENG 5029

Brief Course Overview:

English 10 Literature is a theme-based course designed for English Language Learners to strengthen reading comprehension and develop foundational literary analysis skills. Students engage with a range of appropriately leveled fiction and non-fiction texts selected to align with their Lexile ranges and support continued language growth. Texts span multiple genres and emphasize diverse, multicultural perspectives.

Through guided reading, discussion, and written response, students learn to explain, interpret, and analyze vocabulary and key elements of literature. The course emphasizes intermediate reading strategies such as identifying central ideas, analyzing author’s purpose and point of view, and making logical inferences. Instruction integrates listening, speaking, reading, and writing activities to build academic English and deepen understanding across texts:

Main Topics of Study:

- Informational articles
- Biographies and memoir excerpts
- Short stories
- Novels: *Long Way Down* (graphic novel), *Orbiting Jupiter*, *Muhammad Najem: War Reporter – How One Boy Put the Spotlight on Syria*
- Poetry
- Drama excerpts

Students will be able to:

- Scan texts to distinguish between main ideas and key details
- Identify an author’s purpose, tone, and point of view
- Annotate texts to analyze plot, setting, characters, imagery, and symbolism
- Evaluate texts and make supported inferences
- Identify different types of supporting details
- Synthesize information from multiple texts and sources

Prerequisites:

Language placement examination and/or current ESOL teacher’s recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

ENGLISH 9 GRAMMAR & LITERATURE

ENG 4039

Brief Course Overview:

English 9 Grammar & Literature is a theme-based course designed for English Language Learners who are ready to engage with grade-level literary texts while strengthening academic English skills. Students study a range of fiction and non-fiction texts representing diverse genres and multicultural perspectives. Through close reading and guided analysis, students examine vocabulary, grammatical structures, and the elements of literature to develop deeper comprehension and interpretation skills.

The course emphasizes the integration of listening, speaking, reading, and writing to support academic language development. Students apply advanced grammar concepts to improve precision and fluency in both written and spoken communication. Instruction focuses on analytical reading, academic discussion, and formal writing, with increasing expectations for independent thinking and use of textual evidence.

Writing instruction emphasizes paragraph development and structured, multi-paragraph essay writing across a variety of modes, including analytical and explanatory writing. Students are expected to revise writing based on peer and teacher feedback and to demonstrate growing control of academic language and conventions.

Main Topics of Study:

- Literary elements and analysis
- Learning styles and metacognitive strategies
- Advanced reading comprehension strategies
- Elements of writing (grammar, sentence structure, and academic writing styles)
- Biographies and memoir excerpts
- Short stories and plays
- Novels: *Nimona*, *Open Mic*
- Poetry
- Drama excerpts

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

Students will be able to do:

- Take effective notes while listening to academic and literary texts
- Use context clues and language structures to determine meaning in complex spoken and written texts
- Communicate clearly and accurately using advanced grammatical concepts
- Analyze vocabulary and word choice within specific textual contexts
- Explain and support interpretations of an author’s purpose, tone, and point of view using textual evidence
- Annotate texts to analyze plot, setting, characterization, imagery, figurative language, and theme
- Develop and defend interpretations of texts with increasing independence
- Write organized, multi-paragraph essays with a clear thesis and well-developed supporting details
- Apply peer and teacher feedback to revise and refine written work

Prerequisites:

Language placement examination and/or current English teacher’s recommendation.

ENGLISH 10 GRAMMAR & LITERATURE

ENG 5039

Brief Course Overview:

English 10 Grammar & Literature is a theme-based course designed for English Language Learners who are prepared to engage with more complex texts and advanced language tasks. Students study a range of fiction and non-fiction works representing global and multicultural perspectives across multiple genres. Through close reading and sustained analysis, students deepen their ability to interpret vocabulary, examine author’s craft, and analyze literary elements with increasing independence.

The course strengthens reading comprehension and academic language through integrated listening, speaking, reading, and writing experiences. Instruction emphasizes advanced grammar, academic writing, pronunciation, and critical thinking, with a focus on precise, purposeful, and nuanced use of English. Students are expected to apply language skills strategically in both oral and written communication.

Students analyze, manipulate, and apply complex grammatical structures to enhance clarity, sophistication, and fluency. Writing instruction emphasizes well-developed, multi-paragraph compositions across multiple writing modes. Students learn to present and support claims with relevant evidence, synthesize information from texts, and communicate effectively in academic contexts.

Main Topics of Study:

- Literary elements and literary analysis
- Reading comprehension and analytical strategies
- Elements of writing (advanced grammar, sentence variety, and academic writing styles)
- Biographies and memoir excerpts
- Short stories
- Novels: *Wonder*, *The Outsiders*, *Lunar New Year*
- Poetry
- Drama excerpts

Students will be able to do:

- Analyze spoken texts to determine meaning, tone, and intent
- Use context, syntax, and language patterns to interpret meaning in complex spoken and written texts
- Speak and write accurately and fluently using advanced grammatical structures
- Analyze how vocabulary meaning shifts across contexts and disciplines
- Analyze and support interpretations of an author’s purpose, tone, and point of view using textual evidence
- Annotate texts to analyze plot, setting, characterization, imagery, symbolism, figurative language, tone, and theme
- Develop and defend interpretations of texts using relevant and sufficient evidence
- Construct arguments by synthesizing information from multiple sources
- Produce effective, detailed, well-organized, and fully developed multi-paragraph essays

Prerequisites:

Successful completion of English 9 Grammar & Literature or teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

ENGLISH 11 GRAMMAR & LITERATURE

ENG 6039

Brief Course Overview:

English 11 Grammar & Literature is an advanced, theme-based course designed for English Language Learners who are prepared to engage with complex literary texts and sophisticated language tasks. Students study a wide range of fiction and non-fiction works representing diverse genres and multicultural perspectives. Through sustained close reading and analysis, students refine their ability to interpret vocabulary, examine author’s craft, and analyze literary elements with depth and independence.

The course strengthens advanced comprehension and academic language skills through integrated listening, speaking, reading, and writing experiences. Instruction emphasizes complex grammar, analytical reading, academic writing, pronunciation, and critical thinking, with a focus on clarity, precision, and purposeful language use. Students are expected to apply these skills strategically across academic and real-world contexts.

Students analyze, manipulate, and apply advanced grammatical structures to communicate ideas fluently and effectively. Writing instruction emphasizes analytical and argumentative essays, requiring students to develop claims, synthesize evidence from multiple sources, and revise writing to improve coherence, logic, and impact.

Main Topics of Study:

- Literary elements and advanced literary analysis
- Reading comprehension and critical analysis strategies
- Elements of writing (advanced grammar, sentence variety, and academic writing styles)
- Biographies and memoir excerpts
- Short stories-A Thousand Beginnings and Endings
- Novels: *Rebecca*, *Long Way Down*, *1984*
- Poetry

Students will be able to do:

- Analyze spoken texts to evaluate meaning, tone, and intent
- Interpret complex spoken and written texts using context, nuance, and language patterns
- Speak and write fluently and accurately using advanced grammatical structures
- Analyze how vocabulary meaning shifts across contexts, disciplines, and genres
- Evaluate an author’s purpose, tone, and point of view using well-selected textual evidence
- Analyze texts for plot, characterization, imagery, symbolism, figurative language, tone, and theme
- Develop and defend sophisticated interpretations of texts using relevant and sufficient evidence
- Synthesize information from multiple sources to construct and support arguments
- Produce coherent, well-developed, purposeful analytical and argumentative essays in multiple writing styles

Prerequisites:

Language placement examination and/or current English teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

IB ENGLISH B SL/HL YEAR 1 & 2

ENG 6300, ENG 7300, ENG 7310

Brief Course Overview:

IB English B is a 2-year program designed for students whose first and strongest language is not English, and who are either registered in the IB Diploma Program or whose learning style is best served with the rigor of an IB curriculum. This language acquisition course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an English-speaking environment at the highest possible levels. IB English B enables students to improve proficiency in English through a linguistic, communicative, and cultural approach. The emphasis is on the development of language competence through the in-depth study of IB topics and at least two works of literature.

The learning process in this course encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world, and fostering respect for cultural diversity. This course employs learner-centered activities that promote students’ linguistic growth in receptive, productive, and interactive skills.

In both Year 1 & Year 2, students read one work of literature per year, and analyze a multitude of authentic text types which connect to the IB Language B themes, as well as read 2 choice books.

Students are distinguished as standard level (SL) or higher level (HL) in their second year of studies. Assessments are differentiated in format, and rubrics are differentiated in level of difficulty to provide appropriate challenge to each student.

Students enrolled in IB courses will be assessed an annual registration fee by the IBO. For full Diploma candidates, this is a one-time fee. The registration fee is separate from the fee assessed for each IB subject.

Questions that will guide learning include:

- How can we recognize the author’s purpose and intent, and interpret meaning in context?
- What inferences can you make from text annotations?
- How can you determine the most appropriate text type to use, based on your subject, content, audience, and aims?
- How can you express complex ideas coherently and fluently when speaking?
- How can we as individuals become more responsible members of our local, national, and global communities?
- Speak clearly, coherently, accurately, and fluently on a wide range of topics, including the IB themes
- Develop a global understanding of ‘Englishes’ and English culture from around the world
- Develop intercultural understanding and global-mindedness while preparing for life beyond the high school classroom

Main Topics of Study:

Students will prepare for the official IB exams, and all content is guided by the 5 IB Language B themes:

- Identities
- Experiences
- Human ingenuity
- Social Organization
- Sharing the Planet

Students will explore various text types, including, but not limited to: brochures, leaflets, flyers, pamphlets, advertisements, interviews, speeches, talks, presentations, news or official reports and articles, proposals, reviews, personal writing (diaries, journals), essays, opinion editorials, etc.

Students will be able to:

- Analyze literature via character profiles, symbolism, imagery, figurative language, tone, and theme
- Analyze the nuances of language meaning in context
- Write proficiently in the prescribed IB English B text types with regards to format, organization, development, and language

Prerequisites for Year 1:

93% in ESOL 3 (with writing assessment), English 10, or Honors English 10, and teacher recommendation.

Prerequisites for Year 1:

85% in IB English B Year 1, ESOL 3*, English 11*, or Honors English 11*. Student level (SL or HL) is recommended by the Year 1 teacher.

**Any student recommended into Year 2 without completing Year 1 can only be placed at the Standard Level (SL) and must have a recommendation from their previous year teacher, as well as the ESOL Department Chair and/or IB Coordinator.*

Course Length:	Year
Meets NBPS Graduation Requirement?	English
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Yes

FOUNDATIONS OF ACADEMIC WRITING

ENG 4049

Brief Course Overview:

Foundations of Academic Writing is a course designed to help students develop the essential skills needed for success in academic writing across content areas. The course focuses on strengthening sentence structure, grammar, punctuation, and academic vocabulary to support clear and effective written communication. Students learn how to express ideas in complete, well-constructed sentences and organized paragraphs appropriate for school-based writing tasks. Instruction emphasizes the development of coherent paragraphs with clear main ideas and relevant supporting details. Students are introduced to strategies for organizing ideas, including the use of graphic organizers and structured planning tools. The course also provides explicit instruction in the writing process, guiding students through brainstorming, drafting, revising, and editing to improve clarity, organization, and accuracy. Throughout the course, students practice writing in a variety of forms, including narrative, descriptive, and informative texts. By the end of the course, students will be able to produce clear, organized paragraphs and short compositions that demonstrate growing control of academic language, conventions, and writing structure, preparing them for more advanced writing tasks in future English courses.

Main Topics of Study:

- Sentence structure, punctuation, and grammar basics
- Building vocabulary for academic writing
- Writing complete paragraphs with a main idea and supporting details
- Organizing ideas using graphic organizers
- Basic writing process: planning, drafting, revising, and editing
- Introduction to different types of writing: narrative, descriptive, and informative
- Spelling, capitalization, and mechanics for clarity

Students will be able to:

- Write clear sentences so readers can understand their ideas.
- Use correct sentence structure, grammar, punctuation, and capitalization to make their writing clear and accurate.
- Write complete paragraphs with one main idea and supporting details.
- Plan their writing by brainstorming ideas and using graphic organizers.
- Use the writing process (drafting, revising, and editing) to improve their writing.
- Use new academic vocabulary to express ideas more clearly and precisely.
- Write different types of texts such as narrative, descriptive, and informative writing.
- Edit their writing for spelling and mechanics to improve clarity and readability.

Prerequisites:

Language placement examination and/or current English teacher’s recommendation.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

ACADEMIC WRITING: ANALYSIS AND DEVELOPMENT

ENG 4059

Brief Course Overview:

Academic Writing: Analysis and Development is a writing course designed to build on foundational writing skills and prepare students for more rigorous academic writing tasks. In this course, students learn to expand single paragraphs into well-organized, multi-paragraph compositions and to develop clear, focused thesis statements that guide an entire piece of writing. Emphasis is placed on logical organization, coherence, and the effective development of ideas through evidence and explanation.

Students continue to strengthen grammar, sentence structure, and academic vocabulary while increasing sentence variety and writing fluency. Instruction focuses on helping students connect ideas within and across paragraphs using transitions and purposeful organization. Students are also introduced to basic research skills, including selecting relevant sources and integrating evidence to support claims.

By the end of the course, students will be able to plan, draft, revise, and edit clear, organized essays in multiple writing modes. The skills developed in this course prepare students for higher-level English classes and content-area writing that requires analysis, structure, and academic language.

Main Topics of Study:

- Writing multi-paragraph essays (introduction, body, conclusion)
- Developing a thesis statement and supporting arguments
- Using transitions to connect ideas and paragraphs
- Expanding vocabulary and sentence variety for more complex writing
- Editing and proofreading for clarity, grammar, and mechanics
- Introduction to different essay types: persuasive, expository, and narrative
- Integrating sources and evidence (basic research skills)

Students will be able to:

- Write organized multi-paragraph essays with an introduction, body paragraphs, and a conclusion.
- Develop a clear thesis statement that presents the main idea of an essay.
- Support ideas with evidence and examples that explain and strengthen their arguments.
- Use transitions to connect ideas within and between paragraphs for clear flow.
- Apply sentence variety and expanded vocabulary to improve writing fluency and clarity.
- Revise, edit, and proofread writing to improve organization, grammar, and mechanics.
- Write different types of essays (persuasive, expository, and narrative) for academic purposes.
- Integrate basic research and sources to support ideas in academic writing.

Prerequisites:

Language placement examination and/or current English teacher’s recommendation.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

GLOBAL SPEAKING

ENG 4129, ENG 4229

Brief Course Overview:

Global Speaking is a semester-long course focused on developing students’ confidence, clarity, and effectiveness in oral communication. The course emphasizes speech preparation, presentation skills, and audience awareness within a global and multicultural context. Students participate in structured presentations, collaborative discussions, and interactive speaking tasks that support clear organization, purposeful delivery, and effective use of spoken language. Throughout the course, students practice formal and informal speaking in a variety of settings, including individual and group presentations. Instruction also focuses on active listening, constructive feedback, and reflection to help students evaluate and improve their speaking performance. By the end of the course, students demonstrate increased confidence and control in expressing ideas orally for academic and real-world purposes.

Main Topics of Study:

- Informal and formal conversations
- Debates
- Academic and collaborative discussions
- Interviews
- Lectures
- Individual and group presentations
- Prepared and impromptu speeches

Students will be able to:

- Communicate ideas clearly and confidently through organized oral presentations
- Adapt speech content and delivery to purpose, audience, and global context
- Prepare, practice, and deliver speeches using effective structure and supporting details
- Use appropriate voice, pacing, articulation, and nonverbal communication to enhance meaning
- Listen actively and respond thoughtfully to the ideas of others
- Use feedback and reflection to improve speaking performance
- Evaluate oral presentations based on clarity, organization, and delivery
- Develop confidence as a speaker through consistent practice and experience

Prerequisites:

Language placement examination and/or current English teacher’s recommendation.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

FINE ARTS

Welcome to the Fine Arts Department!

We offer a vibrant Fine Arts education that fosters broad dispositions and skills, especially: creative thinking, connection-making, artistic achievement, and a sensitive aesthetic awareness.

Our joyful and supportive community values artistic achievement and the self-discovery it facilitates. Energized by the passion and dedication of our young artists, we aim to be always better, to foster a culture of excellence, and to find more meaningful ways to connect with our community.



FINE ARTS

VISUAL ARTS

MEDIA AND COMMUNICATION ARTS

DANCE

MUSIC

THEATRE

VISUAL ARTS

The Visual Arts pathway invites students to explore ideas through hands-on studio work across 2-D, 3-D, applied design, and digital art practices. Students develop their skills by experimenting with materials, refining their work over time, and learning how artists use visual language to communicate meaning. Through critique, reflection, and exploration of cultural and contemporary art, students grow as independent thinkers and confident makers, igniting creative journeys that encourage curiosity, risk-taking, and personal voice.



VISUAL ARTS

YEARLONG

[Art and Design I: Flat to Form](#)
[Art and Design II: Surface to Structure](#)
[2D III Art: Culture and Society](#)
[2D IV Art: Process and Inquiry](#)
[AP Drawing Portfolio](#)
[AP 2-D Art & Design Portfolio](#)
[AP 3-D Art & Design Portfolio](#)
[IB Art SL/HL Year 1 and 2](#)

[Digital Art & Animation 1](#)

[Digital Art & Animation 2](#)

[Digital Art & Animation 3](#)

[Digital Art & Animation 4](#)

[Honors Arts In Context 1: Creativity and Technology](#)

[Honors Arts In Context 2: Innovation and Self](#)

SEMESTER

[2D Art and Design 1: Flat to Function](#)

[3D Art and Design 1: Form and Fabrication](#)

[2D Art and Design 2: Surface and Story](#)

[3D Art and Design 2: Structure and Systems](#)

ART AND DESIGN I: FLAT TO FORM

ART 4120, ART 4520 (Honors)

Brief Course Overview:

This is a comprehensive, studio-based introduction to visual arts designed for students of all experience levels. The course develops foundational skills in 2D, 3D, and applied design, thinking and making, while nurturing creativity, craftsmanship, problem-solving, and visual communication. They study and apply the Elements and Principles of Design, experiment with a wide range of materials in both traditional and digital media, and practice structured creative processes including brainstorming, iterative sketching, critique, and refinement. Studio Habits of Mind—such as observing, reflecting, engaging and persisting, and stretching and exploring—are woven throughout all units. The course highlights how beginning artists and designers experiment with form and surface to express ideas, solve creative problems, and build a strong foundation for future art and design study. How does careful craftsmanship help improve an artwork? Where do artists get ideas and inspiration for their work? How do the Elements and Principles help artists organize their artwork?

Honors students extend their learning through increased independence, expanded sketchbook challenges, deeper research, more complex design tasks, and elevated expectations for project extensions, process documentation and portfolio-quality work

Main Topics of Study:

- Sustained Investigation and Inquiry Process: Developing a guiding question; exploring meaningful themes; documenting artistic evolution; refining a cohesive body of sculptural or designed work overtime.
- Advanced 3D Skills, Techniques and Materials: Exploring methods such as additive and subtractive sculpture, armature building, modeling, casting, carving, modular construction, mixed media, and digital/hybrid fabrication. Investigating materials such as clay, plaster, wire, wood, found objects, fiber, cardboard, and contemporary sculptural media.
- Form, Structure and Spatial Design: Understanding and applying concepts such as balance, volume, mass, plane, surface, rhythm, proportion, movement, and interaction within space. Designing objects and environments with structural integrity and intentional visual impact.
- Experimentation, Revision and Reflective Practice: Testing materials and construction processes; analyzing outcomes; solving structural and aesthetic challenges; revising work through iterative making; documenting creative and technical growth.
- Concept Development and 3D Visual Communication: Exploring meaning, narrative, symbolism, cultural context, function, and user experience. Creating works that express ideas through the relationship between form, space, material, and context.
- Portfolio Development and Submission Requirements” Curating work for AP assessment; preparing high-quality digital images; presenting Selected Works that demonstrate mastery of 3D design principles; writing written evidence that clearly communicates inquiry, process, and evolution.

- Revision and refinement are essential to developing a cohesive and compelling body of work, as artists analyze results, respond to challenges, and evolve their approaches over time.
- Context: personal, cultural, historical, and social shapes artistic meaning, and artists critically examine these contexts to construct, question, or challenge narratives.
- Artists synthesize form, concept, and process to build a unified portfolio that demonstrates intentionality, innovation, and an emerging personal voice.

Prerequisites: 2 years prior art experience or Art and Design II: Surface to Structure College Prep/Honors or 2D Art and Design II: Surface and Story College Prep/Honors and 3D Art and Design II: Structure and Systems College Prep/Honors or 2-D Art III: Culture and Society College Prep/Honors with an A average. Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No

What are the Enduring Understandings of the course?

- Artistic inquiry requires sustained investigation, where artists pose meaningful questions and develop ideas through continuous exploration, experimentation, and reflection.
- Artists use intentional choices in materials, processes, and techniques to communicate complex concepts, personal voice, and evolving meaning.

ART AND DESIGN II: SURFACE TO STRUCTURE

ART 5120, ART 5520 (Honors)

Brief Course Overview:

This course expands artistic and design abilities across 2D, 3D, and Design. Building on foundational skills learned in Art and Design I, students deepen their understanding of how artists create meaning through surface, structure, and visual communication. Through sustained practice, inquiry, and reflection, students investigate how images, objects, and designed experiences shape how we see and interpret the world through hands on art making, conceptual thinking, and visual literacy. They experiment with physical and digital materials, critique artworks, reflect creative choices, and refine their work using Studio Habits of Mind—such as observing, reflecting, engaging and persisting, and stretching and exploring. The course highlights how artists and designers work across surfaces and structures to express ideas, solve visual problems, and influence culture. How does craftsmanship affect how viewers interpret or value an artwork? How do artists develop ideas through experimentation, observation, and reflection? How do artists apply and manipulate the Elements and Principles to strengthen their work?

Honors students extend their learning through increased independence, expanded sketchbook challenges, deeper research, more complex design tasks, and elevated expectations for project extensions, process documentation and portfolio-quality work.

Main Topics of Study:

- Objects and Possessions: Still Life, Naturalism, Casting and Modeling
- Places and Spaces: Functional Design, Interior, Procreate, Promotional Design
- Faces and Figures: Portraiture, Naturalism, Functional Design, Fashion
- Fauna and Flora: Linear Studies
- Design and Abstraction: Illustration, Photoshop, Construction
- Myths Magic and Religion: Figurative Armature
- Celebrations and Traditions: Capstone Project

What are the Enduring Understandings of the course?

- Artists create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting, revising, and refining work overtime.
- Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and record social, cultural, and political experiences.
- Artists evaluate art based on various criteria.
- Artists develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Prerequisites: Art and Design I: Flat to Form College Prep/ Honors, 2D Art and Design I: Flat to Function College Prep and 3D Art and Design I: Form and Fabrication College Prep with an A average.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

2D ART III: CULTURE AND SOCIETY

ART 6120, ART 6520 (Honors)

Brief Course Overview:

This course is designed for the student who wishes to explore an in-depth curriculum in 2-D Art. The curriculum encourages higher expectations for independence in both process and content. Development of individual self-expression is designed to promote creativity in both thinking and use of a variety of technical skills including drawing, painting, and mixed media assignments. This course encourages the development of individual creativity through the process of preparation, incubation, inspiration, evaluation, and revision. Student work is assessed through teacher, student, and group feedback focused on the areas of composition, communication, creativity, content, and craftsmanship. How does shifting cultural, historical, or personal perspectives influence what we consider GREAT art? To what extent does craftsmanship shape an artwork’s meaning, impact, or legacy? How do artists transform inspiration into original ideas that challenge or expand existing norms?

Main Topics of Study:

- Windows on Reality - The use of various spatial systems
- Objects and possessions - Still life
- Politics and Power and Personal Persuasion - Portraiture
- Myths, Magic and Religion – Fauna and Flora
- Its Spaces and Places
- Self - Who Am I? Gaining a Global Perspective

What are the Enduring Understandings of the course?

- Artists become more creative by exploring ideas, taking risks, and improving their skills through practice and feedback.
- Artists use knowledge of culture, history, and traditions—and choose to follow or break them—to express their own artistic voice.
- How artwork is presented affects how people understand, value, and remember it.
- People interpret art through their experiences and knowledge, which helps them understand different perspectives.
- Art helps us understand ourselves and society, and it can influence or challenge the way people think.

Prerequisites: 2 years prior art experience or Art and Design II: Surface to Structure College Prep/Honors or 2D Art and Design II: Surface and Story College Prep with an A average.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

2D ART IV: PROCESS AND INQUIRY

ART 7120

Brief Course Overview:

This is an advanced college-prep studio course designed for students ready to pursue sustained artistic investigation and independent creative growth. The course centers on the development of a personal guiding question that drives a year-long exploration of ideas, materials, and processes; researching, experimenting, evaluating, and revising to create a cohesive body of work that reflects both concept and craft. Through structured creative challenges, choice-based projects, and a student-designed inquiry pathway, students practice generating ideas, expanding possibilities, and developing solutions through visual thinking. Ongoing documentation, reflection, and critique strengthen each student’s ability to make intentional decisions and develop confidence in their artistic voice. This course prepares students for higher-level visual arts study by emphasizing process, experimentation, iteration, and personal meaning-making. How does sustained inquiry help artists develop and refine meaningful ideas throughout a body of work? How do artists make intentional choices with materials, processes, and techniques to communicate complex concepts and personal voice? How does understanding cultural, historical, and personal context influence the meaning, interpretation, and evolution of an artist’s work?

Main Topics of Study:

- Guiding Questions and Personal Inquiry: Students learn how to create and refine a compelling artistic question; establish personal connections; and build an inquiry that evolves over time.
- Material Exploration and Experimental Processes: Students expand their skills through challenges involving graphite, ink, watercolor, acrylic, collage, altered photos, stained grounds, hybrid characters, and mixed media prompts.
- Creative Thinking and Idea Generation Strategies: Using fluency, flexibility, originality, and elaboration benchmarks, students practice multiple pathways for producing innovative ideas.
- Observation, Interpretation and Visual Meaning-Making: Students build works rooted in observation, narrative, juxtaposition, symbolism, and conceptual reinterpretation of images and environments.
- Iteration, Refinement, and Cohesive Body of Work Development: Students develop a series of artworks connected by theme, process, and inquiry, supported by thumbnails, progress slides, reflections, and revisions.
- Critique, Reflection, and Visual Communication: Students engage in critiques, analyze artistic choices, refine communication of ideas, and reflect on how their inquiry is evolving.

- choices that reflect inquiry, interpretation, and personal voice.
- A cohesive body of work emerges when artworks are connected through consistent themes, processes, or questions that evolve throughout the creative journey.

Prerequisites: 2 years prior art experience or Art and Design II: Surface to Structure College Prep/Honors and either 2-D Art III: Culture and Society College Prep or 2-D Art III: Culture and Society Honors with an A average.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

What are the Enduring Understandings of the course?

- Artists develop strong ideas by asking questions, making connections to their own experiences, and exploring concepts over time.
- Creative growth comes from experimentation, risk-taking, and trying new approaches with materials, tools, and processes.
- Art improves through iteration—planning, testing ideas, revising, and refining work as understanding deepens.
- Artists communicate meaning by making intentional visual

ADVANCED PLACEMENT DRAWING PORTFOLIO

FAR 6800

Brief Course Overview:

This is a college-level course designed for students prepared to pursue an intensive, inquiry-driven studio experience in two-dimensional art. Students develop a personal investigation through sustained practice, experimentation, and revision while strengthening their technical skill, conceptual thinking, and visual communication. Throughout the year, students create a cohesive body of work that demonstrates informed decision-making, original problem-solving, and confident handling of drawing media. Emphasis is placed on ideation, material exploration, compositional strategies, and building a consistent visual voice. Through critiques, reflection, and ongoing documentation of process, students learn to articulate their intentions, support their choices, and refine their work with increasing independence. By the end of the course, students submit a portfolio that meets the College Board requirements for Sustained Investigation and Selected Works. How does sustained inquiry deepen artistic ideas and lead to a meaningful body of work? In what ways do material choices, processes, and techniques shape the meaning and impact of an artwork? How do artists refine their ideas and visual communication through experimentation, critique, and revision?

Main Topics of Study:

- Sustained Investigation and Inquiry Process: Developing a guiding question; exploring meaningful themes; documenting artistic evolution; refining a body of work overtime.
- Advanced Drawing Skills, Techniques and Materials: Expanding control of mark-making, value, space, light, surface, texture, and stylistic approaches using media such as graphite, charcoal, ink, pastels, watercolor, mixed media, and experimental materials.
- Composition, Design and Visual Organization: Applying advanced strategies for balance, movement, hierarchy, emphasis, and visual impact within 2D space.
- Experimentation, Revision and Reflective Practice: Testing materials and methods; analyzing outcomes; revising work based on critique; documenting decision-making and growth.
- Concept Development and Visual Communication: Exploring meaning, symbolism, personal narrative, cultural context, and abstraction to convey ideas intentionally.
- Portfolio Development and Submission Requirements: Curating artwork for AP assessment; writing written evidence for the Sustained Investigation; preparing high-quality images and digital portfolio materials; presenting Selected Works that demonstrate mastery.

What are the Enduring Understandings of the course?

- Artistic inquiry requires sustained investigation, where artists pose meaningful questions and develop ideas through continuous exploration, experimentation, and reflection.
- Artists use intentional choices in materials, processes, and techniques to communicate complex concepts, personal voice, and evolving meaning.
- Revision and refinement are essential to developing a cohesive and compelling body of work, as artists analyze results, respond to challenges, and evolve their approaches over time.

- Context: personal, cultural, historical, and social shapes artistic meaning, and artists critically examine these contexts to construct, question, or challenge narratives.
- Artists synthesize form, concept, and process to build a unified portfolio that demonstrates intentionality, innovation, and an emerging personal voice.

Prerequisites:

2 years prior art experience or Art and Design II: Surface to Structure College Prep/Honors or 2D Art and Design II: Surface and Story College Prep/Honors and 3D Art and Design II: Structure and Systems College Prep/Honors or 2-D Art III: Culture and Society College Prep/Honors with an A average.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Students completing this course must submit the AP Examination Portfolio

Fees: AP exams cost \$92 per examination. Fee subject to change.

ADVANCED PLACEMENT 2-D ART & DESIGN PORTFOLIO

ART 6810

Brief Course Overview:

This is a college-level course designed for students prepared to pursue an intensive, inquiry-driven studio experience in two-dimensional design. Students develop a personal investigation through sustained practice, experimentation, and revision while strengthening their technical skill, conceptual thinking, and visual communication across both digital and traditional media. Throughout the year, students create a cohesive body of work that demonstrates informed decision-making, innovative problem-solving, and confident use of 2D design principles. Emphasis is placed on ideation, material and media exploration, compositional strategy, image manipulation, typography, photographic processes, and developing a consistent visual voice. Through critique, reflection, and ongoing documentation of process, students learn to articulate their intentions, support their choices, and refine their work with increasing independence. By the end of the course, students submit a portfolio that meets the College Board requirements for Sustained Investigation and Selected Works in 2-D Art and Design. How does sustained inquiry help an artist develop meaningful design solutions and a cohesive body of work? In what ways do media choices, design processes, and compositional decisions shape the impact and meaning of a 2D work? How do artists refine visual communication through experimentation, critique, and revision?

Main Topics of Study:

- Sustained Investigation and Inquiry Process: Developing a guiding question; exploring meaningful visual problems; documenting research, experimentation, and iteration; refining a connected body of 2D design work.
- Advanced 2D Design Skills, Techniques and Media: Exploring drawing, painting, photography, collage, printmaking, digital illustration, vector and raster graphics, and mixed media. Developing proficiency with tools such as Adobe Creative Cloud or equivalent digital platforms.
- Composition, Layout and Visual Organization: Applying advanced design strategies including hierarchy, contrast, rhythm, scale, movement, typographic design, grid systems, and image-text relationships. Creating compositions that clearly communicate intent.
- Experimentation, Revision and Reflective Practice: Testing multiple design solutions; analyzing outcomes; revising layout, media, and conceptual direction; using critique and reflection to strengthen visual communication and design clarity.
- Concept Development and 2D Visual Communication: Exploring narrative, symbolism, abstraction, cultural context, branding, identity, user perception, and message-driven design. Making intentional visual choices to effectively communicate ideas to an audience.
- Portfolio Development and Submission Requirements: Preparing a digital portfolio of Sustained Investigation and Selected Works; capturing high-quality images; writing written evidence that communicates inquiry, process, and decision-making; selecting works that demonstrate achievement of 2D design criteria.

What are the Enduring Understandings of the course?

- Artistic inquiry requires sustained investigation, where artists pose meaningful questions and develop ideas through continuous exploration, experimentation, and reflection.
- Artists use intentional choices in materials, processes, and techniques to communicate complex concepts, personal voice, and evolving meaning.
- Revision and refinement are essential to developing a cohesive and compelling body of work, as artists analyze results, respond to challenges, and evolve their approaches over time.
- Context: personal, cultural, historical, and social shapes artistic

- meaning, and artists critically examine these contexts to construct, question, or challenge narratives.
- Artists synthesize form, concept, and process to build a unified portfolio that demonstrates intentionality, innovation, and an emerging personal voice.

Prerequisites: 2 years prior art experience or Art and Design II: Surface to Structure College Prep/Honors or 2D Art and Design II: Surface and Story College Prep/Honors and 3D Art and Design II: Structure and Systems College Prep/Honors or 2-D Art III: Culture and Society College Prep/Honors with an A average.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Placement assessment. Teacher recommendation. Students completing this course must submit the AP Examination Portfolio

Fees: AP exams cost \$92 per examination. Fee subject to change.

Laptop required, Ipad Pro and pencil, Basic art supplies provided in the studio.

ADVANCED PLACEMENT 3-D ART & DESIGN PORTFOLIO

ART 6820

Brief Course Overview:

This is a college-level course designed for students prepared to pursue an intensive, inquiry-driven studio experience in three-dimensional art and design. Students develop a personal investigation through sustained practice, experimentation, and revision while strengthening their technical skill, spatial reasoning, conceptual thinking, and visual communication. Throughout the year, students create a cohesive body of work that demonstrates informed decision-making, innovative problem-solving, and confident handling of 3D materials and processes. Emphasis is placed on ideation, material exploration, construction methods, systems of form and structure, and the development of a consistent design voice. Through critiques, reflection, and ongoing documentation of process, students learn to articulate their intentions, support their choices, and refine their work with increasing independence. By the end of the course, students submit a portfolio that meets the College Board requirements for Sustained Investigation and Selected Works in 3-D Art & Design. How does sustained inquiry deepen artistic ideas and lead to a meaningful body of three-dimensional work? In what ways do material choices, structural decisions, and fabrication processes shape the meaning and impact of a 3D artwork or design? How do artists refine form, structure, and spatial communication through experimentation, critique, and revision?

Main Topics of Study:

- Sustained Investigation and Inquiry Process: Developing a guiding question; exploring meaningful themes; documenting artistic evolution; refining a cohesive body of sculptural or designed work overtime.
- Advanced 3D Skills, Techniques and Materials: Exploring methods such as additive and subtractive sculpture, armature building, modeling, casting, carving, modular construction, mixed media, and digital/hybrid fabrication. Investigating materials such as clay, plaster, wire, wood, found objects, fiber, cardboard, and contemporary sculptural media.
- Form, Structure and Spatial Design: Understanding and applying concepts such as balance, volume, mass, plane, surface, rhythm, proportion, movement, and interaction within space. Designing objects and environments with structural integrity and intentional visual impact.
- Experimentation, Revision and Reflective Practice: Testing materials and construction processes; analyzing outcomes; solving structural and aesthetic challenges; revising work through iterative making; documenting creative and technical growth.
- Concept Development and 3D Visual Communication: Exploring meaning, narrative, symbolism, cultural context, function, and user experience. Creating works that express ideas through the relationship between form, space, material, and context.
- Portfolio Development and Submission Requirements* Curating work for AP assessment; preparing high-quality digital images; presenting Selected Works that demonstrate mastery of 3D design principles; writing written evidence that clearly communicates inquiry, process, and evolution.

What are the Enduring Understandings of the course?

- Artistic inquiry requires sustained investigation, where artists pose meaningful questions and develop ideas through continuous exploration, experimentation, and reflection.
- Artists use intentional choices in materials, processes, and techniques to communicate complex concepts, personal voice, and evolving meaning.
- Revision and refinement are essential to developing a cohesive and compelling body of work, as artists analyze results, respond to challenges, and evolve their approaches over time.

- Context: personal, cultural, historical, and social shapes artistic meaning, and artists critically examine these contexts to construct, question, or challenge narratives.
- Artists synthesize form, concept, and process to build a unified portfolio that demonstrates intentionality, innovation, and an emerging personal voice.

Prerequisites: 2 years prior art experience or Art and Design II: Surface to Structure College Prep/Honors or 2D Art and Design II: Surface and Story College Prep/Honors and 3D Art and Design II: Structure and Systems College Prep/Honors or 2-D Art III: Culture and Society College Prep/Honors with an A average.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Yes Fine Arts
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Students completing this course must submit the AP Examination Portfolio

Fees: AP exams cost \$92 per examination. Fee subject to change.

Laptop required, Ipad Pro & pencil

IB ART SL/HL YEAR 1 AND 2

ART 6860, ART 7860, ART 7850

Brief Course Overview:

This intensive, inquiry-driven two-year studio course is designed for upper-level art students who wish to develop artistic independence at the International Baccalaureate level while examining how culture, history, society, and personal perspective shape artistic meaning. In Year One, students build technical and conceptual foundations through a sequence of culturally framed studio investigations and sustained documentation in a visual journal. In Year Two, students expand and refine a personal visual language through sustained, evolving inquiries, wide experimentation with materials and processes, contextual research, and critical reflection. The course culminates in the IB Visual Arts assessments: the Art-Making Inquiries Portfolio, a contextual component (HL Artist Project or SL Connections Study), and a curated submission of Resolved Artworks with a written curatorial rationale. How does inquiry help artists develop and refine meaningful ideas across a body of work? How do artists make intentional choices with materials, processes, and techniques to communicate complex concepts and personal voice? How do cultural, historical, and personal contexts influence the interpretation and evolution of an artist’s work?

Main Topics of Study:

- Year One - Foundations and Cultural Inquiry (9 works minimum)
 - Culture and Society: Windows on Reality - the use of various spatial systems
 - Culture and Society: Of objects and possessions - still life
 - Culture and Society: Of Politics and Power and Personal Persuasion - portraiture
 - Culture and Society: Myths, Magic and Religion - fauna and flora
 - Culture and Society: Its Spaces and Places
 - Culture and Society: Self - Who Am I? Gaining a Global Perspective
 - Ongoing Visual Journal - research, process documentation, experimentation, and reflection
- Year Two - Sustained Inquiry and IB Assessment Preparation (HL or SL)
 - Art-Making Inquiries Portfolio (External) - sustained questions/inquiries; curated evidence of experimentation, testing, iteration, and conceptual development
 - Contextual Component (External) - HL: Artist Project (one resolved artwork + contextual evidence). SL: Connections Study (comparative analysis situating one student work alongside at least two works by different artists)
 - Resolved Artworks (Internal) - curated body of resolved work demonstrating technical skill, conceptual clarity, and cohesive artistic direction; written curatorial rationale (HL expectations: increased depth and synthesis)

- Artists refine their practice by documenting, analyzing, and reflecting on their decisions, allowing experimentation, revision, and discovery to guide creative development.
- Art communicates ideas through intentional choices in form, material, technique, and presentation, and these choices influence how audiences interpret and respond.
- Engaging with art from diverse cultures and perspectives fosters global awareness, supporting deeper understanding of identity, meaning-making, and the interconnectedness of human experience.

Prerequisites: Entry into Year 1 requires 2 years prior art experience or Art and Design II or 2 semester equivalent with a 93% average, plus placement assessment and teacher recommendation. Continuation into Year 2 requires successful completion of Year 1.

Course Length:	Year
Meets NBPS Graduation Requirement?	Yes Fine Arts
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

What are the Enduring Understandings of the course?

- Artists deepen their understanding through sustained investigation, critically exploring ideas, materials, and contexts to develop meaningful and personal artistic intentions.
- Artistic meaning is shaped by cultural, historical, social, and personal contexts, and artists interpret, question, and respond to these influences through their work.

Students completing this course must take the IB Art HL or IB Art SL examination (based on enrollment in Year Two).

Students enrolled in IB courses will be assessed an annual registration fee by the IBO. For full Diploma candidates, this is a one-time fee. The registration fee is separate from the fee assessed for each IB subject.

Please note there is a fee associated with each IB course to cover the cost of external examinations. Laptop required.

DIGITAL ART AND ANIMATION 1

ART 4140, ART 4540 (Honors)

Brief Course Overview:

This course introduces the fundamental elements, principles, and materials of digital drawing and animation, inviting students to explore how ideas take shape visually and how images can move, communicate, and come alive. The class is grounded in the three areas of expression, appreciation, and criticism, with exploration focused on developing foundational digital drawing and painting skills, introductory animation methods, and character design using Procreate. Activities promote higher-order thinking through hands-on practice with frame-by-frame animation techniques and fundamental animation principles including keyframing, paths, and shape transformation. The course encourages individual creativity through the process of preparation, incubation, inspiration, evaluation, and revision, emphasizing persistence, refinement, and thoughtful decision-making. Student work is assessed through teacher, peer, and self-reflection focused on composition, communication, creativity, content, and craftsmanship. How do artists get ideas and inspiration for their work? How do the Elements and Principles help artists organize their artwork? How does careful craftsmanship help improve an artwork?

Honors students extend their learning through increased independence, expanded digital sketchbook challenges, deeper research, more complex design tasks, and elevated expectations for independent projects, process documentation and portfolio-quality work.

Main Topics of Study:

- Objects: Exploration of color through abstract moving digital art
- Spaces and Places: Composition and layering through Procreate image manipulation
- Spaces and Places: Perspective using 3D space and one-point perspective
- Faces and Figures: Digital drawing and painting of landscapes, portraits, and close-ups
- Fantasy: Animated storytelling that communicates theme, mood, and emotion
- Faces and Figures: Character development through convincing movement

What are the Enduring Understandings of the course?

- Creativity and innovative thinking can be developed through practice and exploration.
- Artists grow by practicing skills and revising their work in response to feedback.
- Different presentation methods can influence how artwork is seen and understood.
- People interpret artworks by engaging in structured processes like art criticism.
- Art-making helps people explore and make meaning from personal perceptions and experiences.

Prerequisites:

None

Honors Level: Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DIGITAL ART AND ANIMATION 2

ART 5140, ART 5540 (Honors)

Brief Course Overview:

This course builds on foundational digital drawing and animation skills to develop more intentional control of movement, timing, and visual storytelling. Exploration focuses on sustained study of character movement, expression, and interaction while refining drawing skills and expanding technical fluency. Using tools such as Procreate and After Effects, students create short, animated works that integrate special effects, sound, and narrative structure, emphasizing experimentation, problem-solving, and purposeful revision from concept to completion. This course encourages individual creativity through preparation, incubation, inspiration, evaluation, and revision, while strengthening students’ ability to communicate ideas through motion. Successful completion of the Adobe Certified Professional Examination in After Effects is required for adequate completion of the curriculum. Student work is assessed through teacher, peer, and self-evaluation focused on composition, communication, creativity, content, and craftsmanship. How do artists develop ideas through experimentation, observation, and reflection? How do artists apply and manipulate the Elements and Principles to strengthen their work? How does craftsmanship affect how viewers interpret or value an artwork? Honors students extend their learning through increased independence, expanded digital sketchbook challenges, deeper research, more complex design tasks, and elevated expectations for independent projects, process documentation and portfolio-quality work.

Main Topics of Study:

- Objects and Possessions: Frame-by-frame animation using traditional animation techniques
- Places and Spaces: Physics of animation through complex interactions in 3D space
- Adobe After Effects: Composition and layering by integrating animation applications with special effects
- Faces and Figures: Character development through timed movement and interaction to build persona
- Myths, Magic and Religion: Animated storytelling using a full story arc
- Adobe After Effects: In-class training leading to Adobe Professional Certification

What are the Enduring Understandings of the course?

- Artists refine ideas by analyzing the effectiveness of experiments and revising based on intent.
- Sustained practice, reflection, and critique strengthen artistic decision-making and problem-solving.
- Preparation and refinement for exhibition involve strategic decisions about materials, technology, and audience experience.
- Evaluation of artwork requires selecting and justifying criteria based on purpose, context, and intent.
- Through art, people construct meaning by connecting personal experience with broader cultural influences.

Prerequisites:

Digital Art and Animation 1
Placement assessment. Teacher recommendation.
Laptop recommended.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DIGITAL ART AND ANIMATION 3

ART 6140, ART 6540 (Honors)

Brief Course Overview:

This course provides students with the opportunity to work deeply and deliberately with digital drawing and animation as they develop original animated films. The course emphasizes advanced skill-building in animation development and thoughtful artistic decision-making through sustained storytelling using character movement, expression, and interaction. Students refine their personal visual language while working across multiple platforms, including Procreate, Adobe Photoshop, After Effects, and Premiere, to produce animated works that demonstrate both technical control and artistic intent. Strong emphasis is placed on student voice, independent problem-solving, and reflective revision through the development of a year-long portfolio. Student work is assessed through teacher, peer, and self-evaluation focused on composition, communication, creativity, content, and craftsmanship. To what extent does craftsmanship shape an artwork’s meaning, impact, or legacy? How do artists transform inspiration into original ideas that challenge or expand existing norms? How do artists intentionally disrupt, reinterpret, or redefine the Elements and Principles to innovate?

Honors students extend their learning through increased independence, expanded digital sketchbook challenges, deeper research, more complex design tasks, and elevated expectations for project extensions, process documentation and portfolio-quality work.

Main Topics of Study:

- Objects and Possessions: Frame-by-frame traditional animation
- Places and Spaces: Physics of animation through a series of complex interactions in 3D space
- Visual Stories: Composition and layering by integrating special effects for a personal aesthetic
- Faces and Figures: Character development through personalized stylistic conventions
- Myths, Magic and Religion: Animated storytelling using a full story arc

What are the Enduring Understandings of the course?

- Artists synthesize experimentation, context, and conceptual intent to generate innovative visual strategies.
- Mastery grows through rigorous cycles of critique, reflection, and refinement that push artistic boundaries.
- Advanced presentation methods use technology, spatial design, and context to transform audience engagement.
- Evaluating artworks involves understanding how meaning, impact, and value evolve across time, culture, and context.
- Art-making becomes a method of inquiry that examines how perception, knowledge, and experience are constructed.

Prerequisites:

Digital Art and Animation 2
Placement assessment. Teacher recommendation.
Laptop recommended

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DIGITAL ART AND ANIMATION 4

ART 7140

Brief Course Overview:

This is a capstone-level course centered on independent artistic practice, allowing students to apply advanced animation skills through self-directed, concept-driven projects. Exploration emphasizes sustained storytelling through character movement, expression, and interaction while refining both technical execution and conceptual depth. Using industry-standard tools including Procreate, Adobe Photoshop, After Effects, and Premiere, students produce polished animated films that integrate sound, special effects, and narrative clarity. The course prioritizes creative risk-taking, student voice, thoughtful revision, and professional presentation, culminating in a fully realized animated final project. Student work is assessed through teacher, peer, and self-evaluation focused on composition, communication, creativity, content, and craftsmanship. How does art both reflect and influence cultural values, beliefs, roles, and power structures? How do artists transform inspiration into original ideas that challenge or expand existing norms? How can imagination serve as a catalyst for envisioning new futures and reshaping society?

Main Topics of Study:

- Objects and Possessions: Frame-by-frame animation using traditional animation techniques
- Places and Spaces: Physics of animation through a series of complex interactions in 3D space
- Visual Stories: Composition and layering by integrating special effects for a personal aesthetic
- Faces and Figures: Character development through personalized stylistic conventions
- Myths, Magic and Religion: Animated storytelling culminating in a full story arc and final animated project presentation

What are the Enduring Understandings of the course?

- Artistic innovation emerges from disciplined exploration, risk-taking, and refinement.
- Artists intentionally shape investigations, drawing from both tradition and personal voice.
- Presentation choices shape how artwork is understood and valued.
- Critical response—grounded in evidence, visual vocabulary, and contextual understanding deepens insight into artistic intention and impact.
- Artists respond to their time and place, and their work can inform, challenge, or transform social views.

Prerequisites:

Digital Art and Animation 3
Placement assessment. Teacher recommendation.
Laptop recommended

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS ARTS IN CONTEXT 1: CREATIVITY AND TECHNOLOGY

ART 5560

Brief Course Overview:

This course is designed for the serious Arts students who is interested in developing their understanding of today’s ever-growing and changing world. Being able to think creatively and innovatively are essential skills. Students will engage in artmaking through in-depth skills building in Adobe Photoshop, which will be applied to the techniques and tools of creative thinking, whilst gaining an understanding of Arts in a historical context. Students will analyze how artists have made sense of and communicated new ideas in innovative and engaging ways. Students will learn to analyze and self-evaluate their work and that of others, thereby developing a mature vocabulary for creating, discussing and researching artistic thinking and making, from the past to the present. A portfolio of items developed over the year, displaying breadth of personal artistic making, thinking and artistic voice, as well as exemplary performance on the Adobe Certified Professional Examination in Photoshop is required for adequate completion of curriculum. This course will be considered a prerequisite for Arts in Context: Innovation and Self. How do artists combine the elements and principles of art to develop and improve their art? How does craftsmanship contribute to the overall work? How do artists develop ideas? How do artists innovate? What is art’s fundamental purpose? What is it for? How do artists communicate visually?

Main Topics of Study:

- Artistic Making: Adobe Photoshop Professional Certification
- Artistic Thinking: Creativity
- Artistic Voice: Arts History

What are the Enduring Understandings of the course?

- Artistic innovation develops through purposeful experimentation, creative risk-taking, and the skilled use of digital tools and processes.
- Artists refine ideas and craftsmanship through sustained practice, reflection, and constructive feedback, strengthening personal voice and visual clarity.
- Artists intentionally apply the Elements and Principles of Art to develop ideas, solve visual problems, and communicate meaning effectively.
- Analyzing, interpreting, and evaluating artwork using visual vocabulary deepens understanding of artistic intention, context, and impact.
- Art reflects and responds to historical, cultural, and contemporary contexts, and can be used to question assumptions and influence how people think and understand the world.

Prerequisites:

1 year prior art experience with a 93% average or co-requisite enrollment in another visual/media arts course.

Teacher recommendation.

Laptop required.

eTextbook Exploring Art: A global Thematic Approach

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS ARTS IN CONTEXT 2: INNOVATION AND SELF

ART 5570

Brief Course Overview:

This course is designed for committed visual artists, designers, filmmakers, and creatives who are actively developing their work, identity, and direction as emerging professionals. The course emphasizes active, project-based learning focused on building skills and habits needed to pursue creative opportunities beyond high school. Students analyze real-world creative practices and industries while applying those insights directly to their own work through sustained projects that include portfolio development, personal branding, and preparation of application materials for colleges, programs, and creative opportunities. Public testing, reflection, and revision are central to the process, alongside entrepreneurial thinking, marketing strategies, and career readiness skills that support creative independence and adaptability. By examining both successful and unsuccessful creative ventures, students learn to assess risk, identify opportunities, and strengthen their artistic voice. A college-application-level portfolio demonstrating sustained artistic growth, thinking, and voice is required for adequate completion of the curriculum. How do the arts contribute to the growth, evolution, and critical examination of society? How do artists transform inspiration into original ideas that challenge or expand existing norms? How can imagination serve as a catalyst for envisioning new futures and reshaping society?

Main Topics of Study:

- Creative Foundations: Portfolio development, branding, and applications
- Creative Industries: Entrepreneurship, marketing, and career readiness

What are the Enduring Understandings of the course?

- Artistic innovation emerges from disciplined exploration, risk-taking, and refinement.
- Artists intentionally shape investigations, drawing from both tradition and personal voice.
- Artists and curators consider context, audience, format, and purpose when selecting and preparing work for display.
- Artists and audiences use criteria to interpret and evaluate artwork.
- Art both reflects and shapes culture, history, and society.

Prerequisites:

Arts in Context: Creativity and Technology Honors or 2 years prior art experience with a 93% average and or co-requisite enrollment in another visual/media arts course.

Teacher recommendation.

Laptop required.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

2D ART AND DESIGN 1: FLAT TO FUNCTION

ART 4121, ART 4122

Brief Course Overview:

This course introduces students to the essential skills of image-making and visual communication. As a foundation course, it focuses on how artists use line, shape, color, texture, space, and composition to create effective and meaningful 2D artwork. Students explore how visual elements and simple design principles help artists communicate ideas, solve creative problems, and guide a viewer’s attention. Through hands-on projects students learn to experiment, take creative risks, and make purposeful choices. They practice observing from life, building basic craftsmanship, and exploring different ways to express ideas visually. Students also participate in guided critiques and reflection activities that help them understand their own creative process and grow as developing artists. Using the Studio Habits of Mind—such as observing, exploring, reflecting, and persisting—students learn how to improve their work over time and build confidence in their artistic voice. This course highlights how 2D art and design turn flat surfaces into functional tools for expression, communication, and visual storytelling. How does careful craftsmanship help improve an artwork? Where do artists get ideas and inspiration for their work? How do the Elements and Principles help artists organize their artwork?

Main Topics of Study:

- Objects and Possessions: Still Life
- Faces and Figures: Illustration and Visual Communications/Procreate
- Fauna and Flora: 2D Foundations
- Design and Abstraction: Design Thinking, Synectic and Design Challenges
- Myths Magic and Religion: Color Theory/Hardedge
- Celebrations and Traditions: Capstone Project

What are the Enduring Understandings of the course?

- Artists use visual language across 2D, 3D, and applied design to shape, interpret, and bring meaning to the world.
- Artists refine their skills and ideas through sustained practice, observation, reflection, and revision.
- Artists communicate concepts visually and solve design challenges using thinking strategies.
- Artists curate and present work intentionally to express meaning, demonstrate growth, and develop a unique creative voice.
- Artists deepen their understanding of society, culture, and history through creating, analyzing, and responding to art.

Prerequisites: None

Course Length:	Semester
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

3D ART AND DESIGN 1: FORM AND FABRICATION

ART 4131, ART 4132

Brief Course Overview:

This course introduces students to the fundamentals of sculpture, object-making, and spatial design. As a foundation course, it focuses on how artists use form, structure, and basic design thinking to create three-dimensional works that express ideas or serve simple functional purposes. They discover how choices in form, balance, texture, and structure affect both the stability and the meaning of their work. Through hands-on experimentation, guided practice, and reflective discussions, students learn how to solve creative problems and make more intentional design decisions. Using the Studio Habits of Mind—such as observing, exploring, reflecting, and persisting—students develop their skills, strengthen craftsmanship, and build confidence as emerging sculptors and designers. This course highlights how 3D artists transform materials into forms, using curiosity and creative thinking to design objects and sculptures that communicate ideas, explore space, and engage viewers.

Main Topics of Study:

- Creative Foundations: Portfolio development, branding, and applications
- Creative Industries: Entrepreneurship, marketing, and career readiness

What are the Enduring Understandings of the course?

- Artists use visual language across 2D, 3D, and applied design to shape, interpret, and bring meaning to the world.
- Artists refine their skills and ideas through sustained practice, observation, reflection, and revision.
- Artists communicate concepts visually and solve design challenges using thinking strategies.
- Artists curate and present work intentionally to express meaning, demonstrate growth, and develop a unique creative voice.
- Artists deepen their understanding of society, culture, and history through creating, analyzing, and responding to art.

Prerequisites: None

Course Length:	Semester
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

2D ART AND DESIGN 2: SURFACE AND STORY

ART 5121, ART 5122

Brief Course Overview:

This course builds challenges students to grow as image-makers and visual communicators. This course focuses on how artists use surface, composition, and visual language to create meaning and communicate ideas. They investigate how artists and designers use elements like line, color, shape, texture, and hierarchy to tell stories, express emotions, solve visual problems, and engage an audience. Through hands-on artmaking, digital and physical experimentation, and structured critique, students strengthen their technical skills and develop confidence in their creative choices. Using the Studio Habits of Mind, such as observing, reflecting, exploring new ideas, and persisting through challenges, students learn to revise and refine their work with intention. This course highlights how 2D artists and designers create meaning on the surface from expressive mark-making to purposeful layout while using visual storytelling and design thinking to influence how people see, feel, and understand the world. How does craftsmanship affect how viewers interpret or value an artwork? How do artists develop ideas through experimentation, observation, and reflection? How do artists apply and manipulate the Elements and Principles to strengthen their work?

Main Topics of Study:

- Objects and Possessions: Still Life, Naturalism
- Places and Spaces: Functional Design, Interior, Procreate
- Faces and Figures: Portraiture, Naturalism
- Fauna and Flora: Linear Studies
- Design and Abstraction: Illustration, Photoshop
- Celebrations and Traditions: Capstone Project

What are the Enduring Understandings of the course?

- Artists create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.
- Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and record social, cultural, and political experiences.
- Artists evaluate art based on various criteria.
- Artists develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

Prerequisites:

Art and Design 1: Flat to Form or 2D Art and Design 2: Flat to Function, and 3D Art and Design I: Form and Fabrication.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

3D ART AND DESIGN 2: STRUCTURE AND SYSTEMS

ART 5131, ART 5132

Brief Course Overview:

This course expands students’ artistic and design abilities through work in sculpture, spatial design, and applied design. Students deepen their understanding of how artists and designers use form, structure, and systems-thinking to create objects, environments, and experiences that communicate ideas and serve functional or expressive purposes. Through sustained practice, inquiry, and reflection, students explore how objects and designed spaces influence how we move, interact, and interpret the world. Students investigate naturalistic, stylized, abstract, and conceptual approaches to form while learning how materials, structure, balance, and construction methods affect stability and meaning. Using the Studio Habits of Mind such as observing, reflecting, engaging and persisting, and stretching and exploring students learn to revise, refine, and strengthen their designs. The course shows how artists and designers use form, space, and design thinking to create works that communicate ideas, solve visual problems, and shape how people experience the world. How does craftsmanship affect how viewers interpret or value an artwork? How do artists develop ideas through experimentation, observation, and reflection? How do artists apply and manipulate the Elements and Principles to strengthen their work?

Main Topics of Study:

- Objects and Possessions: Casting and Modeling
- Places and Spaces: Promotional Design
- Faces and Figures: Functional Design, Fashion
- Design and Abstraction: Construction
- Myths Magic and Religion: Figurative Wire Armature
- Celebrations and Traditions: Capstone Project

What are the Enduring Understandings of the course?

- Artists create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.
- Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and record social, cultural, and political experiences.
- Artists evaluate art based on various criteria.
- Artists develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

Prerequisites:

Art and Design 1: Flat to Form or 2D Art and Design I: Flat to Function and 3D Art and Design I: Form and Fabrication

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

MEDIA AND COMMUNICATION ARTS

The High School Media and Communication Arts curriculum offers sequential courses that strengthen students' capacity for reflection and self-critique, transforming passion into a sustained commitment to learning and excellence in and beyond the arts. Through the study of films, texts, theories, and ideas from diverse individuals, nations, and cultures, students build their unique creative voices while gaining the tools to appreciate the rich creative, cultural, and historical perspectives that shape visual media.



MEDIA AND COMMUNICATION ARTS

YEARLONG

[Communication Arts 1:
Photography](#)
[Communication Arts 2:
Photography Honors](#)
[Communication Arts 3:
Photography Honors](#)
[Film 2 Production Lab Honors](#)
[Film 3 Studio Techniques Honors](#)

[Film 4 Filmmaking Mastery Honors](#)
[IB Film SL/HL Year 1 and 2](#)

SEMESTER

[Film 1: Narrative Filmmaking
Honors](#)
[Film 1 Documentary and Digital
Media Honors](#)

COMMUNICATION ARTS 1: PHOTOGRAPHY HONORS

ART 4110, ART 4510 (Honors)

Brief Course Overview:

This course introduces the fundamentals of smartphone camera functions and features, photography composition, and practice in shooting different genres of photography. All activities are designed to promote higher order thinking skills and encourage the development of individual creativity through the process of preparation, incubation, inspiration, evaluation, and revision. Student work is assessed through teacher, student, and group feedback focused on the areas of composition, communication, creativity, content, and craftsmanship. What makes a work of art successful or appealing to the viewer? How does careful craftsmanship help improve an artwork? How do elements and principals help artists organize their artwork?

Honors-level courses demand a rigorous study of artistic and creative concepts, advanced techniques and studies, and critical analysis. Students are required to take on topics, assignments, and independent projects including after school photoshoots in addition to their in-depth creative studies.

Main Topics of Study:

- Functions and Features: Smartphone controls and settings
- Places and Spaces: Architecture and Landscapes
- Objects and Possessions: Macro photography
- Faces and Figures: Portrait photography
- Exploring Genres: Individualized photo shoots

What are the Enduring Understandings of the course?

- Creativity and innovative thinking can be developed through practice and exploration.
- Artists grow by practicing skills and revising their work in response to feedback.
- Artists and curators use basic criteria to select and prepare artworks for presentation.
- Images affect how people understand and respond to the world around them.
- Art-making helps people explore and make meaning from personal perceptions and experiences.

Prerequisites:

Placement assessment. Teacher recommendation.

DSLR or Mirrorless camera that accepts interchangeable lenses.

Laptop required.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

COMMUNICATION ARTS 2: PHOTOGRAPHY HONORS

ART 5500

Brief Course Overview:

This course builds on foundational photography skills, through which students will learn how to use the many functions of their cameras, how to choose and use different lenses and speedlights, and practice photographing different school events throughout the year. Their images will be used in the yearbook, the school’s websites, apps, and many other North Broward Preparatory School or Nord Anglia publications. Modules for learning Photoshop are embedded in the course, culminating in an Adobe Professional Certification Exam. All activities are designed to promote higher order thinking skills and encourage the development of individual creativity through the process of preparation, incubation, inspiration, evaluation, and revision. Student work is assessed through teacher, student, and group feedback focused on the areas of composition, communication, creativity, content, and craftsmanship. How does craftsmanship affect how viewers interpret or value an artwork? How do artists develop ideas through experimentation, observation, and reflection? How do artists apply and manipulate the Elements and Principles to strengthen their work?

Honors-level courses demand a rigorous study of artistic and creative concepts, advanced techniques and studies, and critical analysis. Students are required to take on topics, assignments, and independent projects including after school photoshoots in addition to their in-depth creative studies.

Main Topics of Study:

- Functions and Features: DSLR/Mirrorless Camera controls and settings
- Light and Exposure: Shutter Speed, Aperture, ISO
- Exploring Genres: Individual creative and guided photographic shoots
- Faces and Figures: Portraits, individual and groups
- Places and Spaces: Architecture, Landscapes, Travel
- Adobe Certification: Photoshop tutorials and projects

What are the Enduring Understandings of the course?

- Artists refine ideas by analyzing the effectiveness of experiments and revising based on intent.
- Sustained practice, reflection, and critique strengthen artistic decision-making and problem-solving.
- Artists and curators apply contextual, thematic, and technical criteria when analyzing and choosing works for display.
- Visual imagery shapes cultural narratives and influences public perception.
- Evaluation of artwork requires selecting and justifying criteria based on purpose, context, and intent.

Prerequisites:

Communication Arts 1: Photography.

Placement assessment. Teacher recommendation.

DSLR or Mirrorless camera that accepts interchangeable lenses.

Laptop required.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

COMMUNICATION ARTS 3: PHOTOGRAPHY HONORS

ART 6500

Brief Course Overview:

This course builds upon students’ skills in Adobe Photoshop and Lightroom while expanding their digital photography camera skills and techniques. Exploration takes place in studio and on location with a focus on specialty techniques to enhance photography skills in the fields of commercial art, advertising and product photography, portraiture, fashion, nature and landscape, photojournalism, lifestyle, documentary and fine art. Students learn about and research various artists in these fields, emulating their styles, yet creating their own vision and personal voice with an increase in complexity, visual metaphors and emotions, demonstrated through inquiry and series-based projects. Students will assess their own strengths and weaknesses and be routinely critiqued by peers and instructor. Students create a brand for their photography and establish a social media presence to exhibit their work and promote themselves. Real world commercial photography will be explored through virtual field trips and guest speakers. All activities are designed to promote higher order thinking skills and encourage the development of individual creativity through the process of preparation, incubation, inspiration, evaluation, and revision. Student work is assessed through teacher, student, and group feedback focused on the areas of composition, communication, creativity, content, and craftsmanship. To what extent does craftsmanship shape an artwork’s meaning, impact, or legacy? How do the artists transform inspiration into original ideas that challenge or expand existing norms? How do the arts help us understand universal human experiences across time, place, and culture?

Honors-level courses demand a rigorous study of artistic and creative concepts, advanced techniques and studies, and critical analysis. Students are required to take on topics, assignments, and independent projects including after school photoshoots in addition to their in-depth creative studies.

Main Topics of Study:

- Digital Darkroom: File Processing and Image Post Processing Workflow for Communication
- Objects and Possessions: Commercial and Visual Persuasion (Still Life, Product Photography, Food Styling). Graphic Design Applications with Packaging Design Concepts, Cookbooks
- Faces and Figures: Identity and Visual Messaging (Portraits, Features, Full Figure). Graphic Design Applications with Magazine Covers and feature layouts, Advocacy posters and awareness campaigns
- Places and Spaces: Environment, Context & Spatial Communication (Landscapes, Urban and Suburban, Interiors and Exteriors). Graphic Design Applications with travel posters and tourism campaigns, environmental graphics and wayfinding concepts, brochures and promotional materials for real locations
- Celebrations, Traditions, Myths, Magic, and Religion: Capstone Conceptual and Fine Art Communication

What are the Enduring Understandings of the course?

- Mastery grows through rigorous cycles of critique, reflection, and refinement that push artistic boundaries.
- Curatorial decisions—selection, arrangement, interpretation—shape cultural narratives and influence collective memory.
- Preserved and presented artworks function as cultural evidence that reveals power structures, values, and historical perspectives.
- Evaluating artworks involves understanding how meaning, impact, and value evolve across time, culture, and context.

- Art-making becomes a method of inquiry that examines how perception, knowledge, and experience are constructed.

Prerequisites:

Communication Arts 2: Photography Honors with a passing score in the Adobe Photoshop Certified Professional Examination.

Placement assessment. Teacher recommendations.

DSLR or Mirrorless camera that accepts interchangeable lenses.

Laptop required.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

FILM 1: NARRATIVE FILMMAKING

Semester 1

ART 5201, ART 5601 (Honors)

Brief Course Overview:

This entry-level course introduces students to the art and craft of narrative filmmaking. Students learn the fundamentals of story structure, shot composition, continuity, and editing while developing technical skills using iPads with iMovie, desktops with Adobe Premiere Pro, and Adobe Creative Cloud tools. In addition to hands-on production, students engage in film studies by watching feature films and writing reviews that include analysis of narrative and visual techniques. Each experience emphasizes craftsmanship and creative planning while encouraging students to consider: What makes a work of art successful or appealing to the viewer? How do the Elements and Principles help artists organize their artwork? How can imagination help us solve problems or see new possibilities?

The honors-level section of this course requires a more rigorous and independent approach to narrative filmmaking. Students complete advanced projects, engage in deeper film analysis, and take on additional creative challenges that emphasize refined technique, originality, and critical thinking.

Main Topics of Study:

- Narrative Structure and Storytelling: Plan and produce a short narrative film (3–5 minutes) that demonstrates continuity and character development.
- Camera Operation and Shot Composition: Apply framing techniques and camera movement in the narrative project to create visual interest.
- Lighting Basics: Recreate a scene from a classic film to practice lighting for mood and clarity.
- Editing and Sound Design: Edit the short film using Adobe Premiere Pro and iMovie, adding basic sound design and titles with Creative Cloud tools.
- Film Studies and Analysis: Watch feature films and write reviews analyzing narrative structure and visual composition.

What are the Enduring Understandings of the course?

- Media arts ideas, works, and processes are shaped by creative choices, imagination, and planning.
- Media artists use a variety of tools, methods, and technologies to design, problem-solve, and experiment with ideas.
- Producing media artworks depends on collaboration, technical skills, ethical practices, and attention to detail.
- Media artworks influence, and are influenced by, perception, values, and the way people interpret the world.
- Media artworks can be evaluated using criteria such as effectiveness, technical quality, and purpose.

Prerequisites:

Students may take Film 1: Documentary and Digital Media and/or Film 1: Narrative Filmmaking independently; they do not need to be sequential.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Laptop recommended

FILM 1: DOCUMENTARY AND DIGITAL MEDIA

Semester 2

ART 5202, ART 5602 (Honors)

Brief Course Overview:

This course focuses on documentary filmmaking, news-style reporting, and content creation for digital platforms such as YouTube and Instagram. Students review the basics of planning, shooting, and editing while learning techniques for interviews, voiceovers, and ethical storytelling. Projects include producing a short documentary, creating a news segment, and designing social media content such as vlogs and reels. Students also analyze how documentaries and online media shape public perception and cultural narratives. Throughout the course, students reflect on questions such as: Where do artists get ideas and inspiration for their work? How can artwork show something about a culture or community? In what ways do the arts connect to people’s daily experiences?

The honors-level section of this course requires a more rigorous and independent approach to narrative filmmaking. Students complete advanced projects, engage in deeper film analysis, and take on additional creative challenges that emphasize refined technique, originality, and critical thinking.

Main Topics of Study:

- Documentary Structure and Planning: Produce a short documentary (3–5 minutes) featuring interviews, B-roll, and voiceover narration.
- Interview Techniques and Voiceover Recording: Apply these skills in the documentary project to create compelling narratives.
- Social Media Storytelling: Design and edit a vlog or Instagram reel optimized for audience engagement using Adobe Premiere Pro and Creative Cloud motion graphics.
- News Production: Create a 2–3 minute news-style report on a school or community event, focusing on clarity and ethical reporting.
- Audience Analysis and Media Critique: Review and evaluate how documentaries and online content influence perception and culture.

What are the Enduring Understandings of the course?

- Media arts ideas, works, and processes are shaped by creative choices, imagination, and planning.
- Media artists use a variety of tools, methods, and technologies to design, problem-solve, and experiment with ideas.
- Media artworks are presented, shared, or distributed to communicate meaning, reach audiences, and create impact across platforms and contexts.
- People interpret media artworks based on context, intent, personal experience, and cultural understanding.
- Media art-making connects personal knowledge, experiences, and ideas to create meaning.

Prerequisites:

Students may take Film I: Documentary and Digital Media Honors and/or Film I: Narrative Filmmaking Honors independently; they do not need to be sequential.

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Laptop recommended

FILM 2: PRODUCTION LAB

ART 5210, ART 5610 (Honors)

Brief Course Overview:

his course is designed for students ready to deepen their technical filmmaking skills and expand creative capabilities. This course emphasizes advanced production techniques, collaborative learning, and real-world applications. Students explore multi-camera setups, switcher operations, and live event coverage, with opportunities to serve as crew for school media productions. Narrative and documentary projects remain central, while analysis focuses on episodic television—examining structure, pacing, and audience engagement. Collaboration with other arts classes such as theater and dance enhances interdisciplinary learning. Students use Adobe Premiere Pro and Creative Cloud tools for editing, graphics, and motion design. Throughout the course, students reflect on questions such as: What makes a work of art successful or appealing to the viewer? How does careful craftsmanship help improve an artwork? How can imagination help us solve problems or see new possibilities?

The honors-level section of this course requires a more rigorous and independent approach to production in filmmaking. Students complete advanced projects, engage in deeper film analysis, and take on additional creative challenges that emphasize refined technique, originality, and critical thinking.

Main Topics of Study:

- Advanced Cinematography and Camera Movement: Produce a short episodic pilot (5–7 minutes) showcasing dynamic framing and movement.
- Lighting and Multi-Camera Production: Film a live event using switchers and multiple cameras to practice technical coordination.
- Editing and Motion Graphics: Create polished edits with Adobe Premiere Pro and add titles and effects using Creative Cloud tools.
- Sound Mixing and Post-Production: Apply advanced audio techniques in both narrative and documentary projects.
- Collaborative Arts Integration: Partner with theater or dance classes to produce a performance-based film combining choreography and dramatic storytelling.
- Episodic TV Analysis: Critique episodes for structure, pacing, and audience engagement, then apply insights to original projects.

What are the Enduring Understandings of the course?

- Media arts ideas, works, and processes are shaped by creative choices, imagination, and planning.
- Media artists develop ideas through experimentation, observation, and reflection.
- Producing media artworks depends on collaboration, technical skills, ethical practices, and attention to detail.
- Artistic choices communicate cultural values, beliefs, and traditions.
- Media artworks can be evaluated using criteria such as effectiveness, technical quality, and purpose.

Prerequisites:

Film 1: Documentary and Digital Media and/
or Film 1 Narrative Filmmaking

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Laptop recommended

FILM 3: STUDIO TECHNIQUES

ART 5220, ART 5620 (Honors)

Brief Course Overview:

This course challenges students to refine their filmmaking skills through advanced narrative and documentary projects while developing a distinctive creative voice. Students experiment with cinematography, lighting, and sound design, and explore cultural perspectives through cinema studies. Analysis focuses on international film movements and how artistic choices communicate meaning. Collaboration with other arts disciplines continues, encouraging interdisciplinary creativity. Students use Adobe Premiere Pro and Creative Cloud for editing, motion graphics, and color grading. Throughout the course, students reflect on questions such as: How do artists and viewers determine the quality or significance of a work of art? How do artistic choices communicate cultural values, beliefs, and traditions? How can imagination inspire innovation and meaningful change in the world?

The honors-level section of this course requires a more rigorous and independent approach to filmmaking studio techniques. Students complete advanced projects, engage in deeper film analysis, and take on additional creative challenges that emphasize refined technique, originality, and critical thinking.

Main Topics of Study:

- Advanced Cinematography and Lighting: Create a short film (5–7 minutes) using complex lighting setups and camera movement to convey mood and theme.
- Sound Design and Mixing: Enhance narrative impact through layered audio in both documentary and narrative projects.
- Color Grading and Visual Style: Apply color correction and grading techniques in Adobe Premiere Pro to establish tone and aesthetic.
- Cultural Analysis and Film Movements: Research and produce a comparative video essay analyzing two international film styles, then apply insights to an original project.
- Collaborative Arts Integration: Partner with theater or music classes to produce a performance-based film emphasizing cultural expression.

What are the Enduring Understandings of the course?

- Media arts ideas, works, and processes are shaped by creative choices, imagination, and planning.
- Media artists develop ideas through experimentation, observation, and reflection.
- Producing media artworks depends on collaboration, technical skills, ethical practices, and attention to detail.
- Artistic choices communicate cultural values, beliefs, and traditions.
- Media artworks reflect complex human experiences, emotions, and perspectives.

Prerequisites:

Film 2: Production Lab

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Laptop recommended.

FILM 4: FILMMAKING MASTERY HONORS

ART 5230, ART 5680 (Honors)

Brief Course Overview:

This course is the capstone experience for advanced media arts students. This course emphasizes originality, leadership, and innovation in narrative and documentary filmmaking. Students design and execute ambitious projects that challenge conventions and demonstrate a personal artistic vision. Cinema studies focus on auteur theory, historical context, and the evolving role of media in shaping culture and society. Students use professional workflows in Adobe Premiere Pro and Creative Cloud, including advanced color grading, motion graphics, and sound design. Throughout the course, students reflect on questions such as: How do shifting cultural, historical, or personal perspectives influence what we consider great art? How do the arts contribute to the growth, evolution, and critical examination of society? How can imagination serve as a catalyst for envisioning new futures and reshaping society?

The honors-level section of this course requires a more rigorous and independent approach to mastery in filmmaking. Students complete advanced projects, engage in deeper film analysis, and take on additional creative challenges that emphasize refined technique, originality, and critical thinking.

Main Topics of Study:

- Capstone Narrative or Documentary: Produce a festival-ready film (7–12 minutes) that demonstrates originality and technical mastery.
 - Auteur Project and Artist Statement: Create a film that reinterprets genre conventions and write a statement defending aesthetic and ethical choices.
 - Advanced Color Grading and Motion Graphics: Apply cinematic color workflows and dynamic graphics for professional polish.
 - Critical Analysis and Cultural Context: Develop a research-based video essay comparing your work to historical and cultural precedents.
 - Pitch and Distribution Strategy: Prepare a press kit, trailer, and pitch for festival or online release.
- What are the Enduring Understandings of the course?

- Media arts ideas, works, and processes are shaped by creative choices, imagination, and planning.
- Media artists transform inspiration into original ideas that challenge or expand existing norms.
- Producing media artworks depends on collaboration, technical skills, ethical practices, and attention to detail.
- Media artworks reflect and influence cultural values, beliefs, roles, and power structures.
- Media artworks help us understand universal human experiences across time, place, and culture.

Prerequisites:

Film 3: Studio Techniques

Placement assessment. Teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Laptop recommended.

IB FILM SL/HL YEAR 1 AND 2

ART 6830, ART 6840, ART 7830, ART 7840

Brief Course Overview:

Film is both a powerful communication medium and an art form. The addition of the full IB Film course to the Upper School program of studies aims to develop student proficiency in the interpretation and production of film “texts.” In the second year of IB film, a rigorous production schedule continues outside of class in partial fulfillment of each candidate’s final Production Portfolio. The principal focus in class, however, turns to film scholarship. Through screening and analysis of noteworthy films from a wide range of historical, cultural, political, and socio-economic origins, students work to build an appreciation and understanding of the conventions of world cinema’s rich past, exploring directions in modern film theory. Is art in film invisible? How does craftsmanship contribute to the whole work? What are the universal themes of film? How do we generate ideas? What is editing? How does the history of film impact how we make films today? How do you define the director’s intent? Is film a language? What is spectatorship?

Main Topics of Study:

- What is Film?: Film Terms, Vocabulary, Techniques
- Camera Techniques: Setting, Lighting, and Mise-en-scene
- Editing: Timing
- Sound: Layering and Recording
- Film Theory: Post-Modern, Feminist
- Collaboration: Director, Cinematographer, Editor, Sound
- Designer, Actor
- From Story to Script: Writing, Planning, Storyboarding
- Film theory script: Documentary Script Using 4 Films from
- at Least 2 Countries
- Planning your film shoots: Who, Where, When and How
- Films in Historical Context: Film Language and History
- Camera: Director, Cinematographer; Getting the Right Shots
- Editing: Choosing the Right Shots, Reshoots
- Revision of Films: Critique and Rework
- Film Analysis: Preparing for the IB Oral Exam

What are the Enduring Understandings of the course?

- Demonstrate knowledge, engagement, and critical understanding of historical, theoretical, sociocultural, economic, and institutional contexts of film in more than one country
- Demonstrate planning and research into the production of film.
- Demonstrate artistic and logical analysis and evaluation of production processes and completed film texts.
- Demonstrate the ability to draw together knowledge, skills, research, and experience to evaluate film texts.
- Demonstrate ability in technical skills for film production
- Demonstrate ability to communicate effectively in film
- Demonstrate an analytical interpretation of how film language creates meaning in its place and in a broader sociocultural context.

Prerequisites:

- Year 1: Permission of Instructor, Grade 11
- Year 2: IB Film 1

Course Length:	2 years
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No

State University Core Class?	Elective
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Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB-issued examination fee.

Please note there is a fee associated with each IB course to cover the cost of external examinations.

HONORS YEARBOOK

FAR 5510

Brief Course Overview:

The Journalism Honors: Yearbook course is composed of experienced Student-Editors who have successfully completed the Introduction to Digital Photography and Yearbook course at North Broward Preparatory School. Students enrolled in the course are expected to attend the summer workshop and master using the software before the school year begins. Editor titles are awarded based on merit and seniority. Throughout the school year, Editors will be very busy planning coverage, creating layouts, choosing photos, and writing copy to fill the pages of our book. Journalism Honors: Yearbook is a very demanding and deadline-oriented class that requires regular attendance, full participation, and many hours of after-school work. Did we meet the criteria of our mission statement? How can I gather the necessary information, select the best photos, and construct a supplement layout that follows our design principles?

Main Topics of Study:

- Interviewing
- Layout Design
- Selecting/Placing Photos
- Writing Copy
- Coverage

What are the Enduring Understandings of the course?

- Create media that demonstrates originality, creativity, and an understanding and command of the principles of artistic creation.
- Develop and expand his or her knowledge of the processes, techniques, technical skills, and applications used in the creation of the media through research, planning, and organization.
- Draw together knowledge, skills, research, and experience to respond to, analyze, and evaluate production processes and completed media works and the variety of ways in which they create meaning.

Prerequisites:

Communication Arts 1: Photography
and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DANCE

The upper school dance programs offer students in grades 6-12 the opportunity to expand their love of dance through daily dance classes. Students enjoy sequential classes that encompass different forms, styles, and genres of dance, including **jazz, ballet, tap, hip-hop, lyrical, modern, contemporary, and musical theatre.**

Advanced dance students in high school expand their studies through **composition and choreography.** NBPS is also proud to offer **IB Dance at both HL and SL levels.** All students have the opportunity to perform within our community at our annual Winter Carnival/Fine Arts Festival and Spring Dance Recital.



DANCE

[Dance Fundamentals](#)

[Dance Essentials](#)

[Dance Intermediate](#)

[Dance Advanced](#)

[IB Dance SL/HL Year 1 and 2](#)

[Honors Foundational Forms: Pointe & Variation](#)

[Honors Foundational Forms: Ballet](#)

[Honors Personal Artistry & Lineage: Modern](#)

DANCE FUNDAMENTALS

DAN 4100

Brief Course Overview:

Dance Fundamentals is a yearlong course aimed at developing dance skills and techniques. Students explore various forms and styles of dance, including ballet, contemporary, hip-hop, jazz, lyrical, modern, musical theatre, and tap. All dancers take part in the end-of-year Spring Dance Recital. How does dance technique contribute to the overall work? How will you demonstrate critical and analytical thinking skills in the artistic response to dance? How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August – May) to the student's NBPS family account. This fee includes one recital costume. Students are expected to perform in the end of year recital. Additional out of pocket expenses: class attire and dance shoes. Fee subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

2 years prior art experience, including 2-D II and 2-D III with teacher recommendation.

What are the essential questions of the course?

- How do you demonstrate critical thinking skills in the artistic response to dance?
- How do you express ideas in dance?
- How do you express feelings in dance?
- How do you experience and create images in the original an artistic dance?

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DANCE ESSENTIALS

DAN 4110

Brief Course Overview:

Dance Essentials is a yearlong course aimed at developing and continuing to learn and refine dance skills and techniques. Students explore various forms and styles of dance, including ballet, contemporary, hip-hop, jazz, lyrical, modern, musical theatre, and tap. Students will continue working on technique, learn various movement combinations, and continue to improve their performance skills. All dancers take part in the end-of-year Spring Dance Recital. How does dance technique contribute to the overall work? How will you demonstrate critical and analytical thinking skills in the artistic response to dance? How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August – May) to the student’s NBPS family account. This fee includes one recital costume. Students are expected to perform in the end of year recital. Additional out of pocket expenses: class attire and dance shoes. Fee subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

2 years prior art experience, including 2-D II and 2-D III with teacher recommendation.

What are the essential questions of the course?

- How do you demonstrate critical thinking skills in the artistic response to dance?
- How do you express ideas in dance?
- How do you express feelings in dance?
- How do you experience and create images in the original an artistic dance?

Prerequisites: By assessment and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DANCE INTERMEDIATE

DAN 4120

Brief Course Overview:

Dance Intermediate is a yearlong course aimed at developing and refining dance skills and techniques. Students are exposed to various forms and styles of dance, including ballet, contemporary, hip-hop, jazz, lyrical, modern, musical theatre, and tap. Students’ movement experience will include more challenging technique work, movement combinations, improvisation, choreography, and performance skills. All dancers take part in the end-of-year Spring Dance Recital. How does dance technique contribute to the overall work? How will you demonstrate critical and analytical thinking skills in the artistic response to dance? How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August – May) to the student’s NBPS family account. This fee includes one recital costume. Students are expected to perform in the end of year recital. Additional out of pocket expenses: class attire and dance shoes. Fee subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

2 years prior art experience including 2-D II and 2-D III with teacher recommendation.

What are the essential questions of the course?

- How do you demonstrate critical thinking skills in the artistic response to dance?
- How do you express ideas in dance?
- How do you express feelings in dance?
- How do you experience and create images in the original an artistic dance?

Prerequisites: By assessment and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

DANCE ADVANCED

DAN 5110

Brief Course Overview:

Dance Advanced is a yearlong course aiming to assist the student with refining and mastering skills, with emphasis on physical and advanced artistic awareness. The course explores the dance elements of body, space, time, and force/energy as they connect to technical proficiency, with particular emphasis on components of muscular strength, endurance, and flexibility. The course also focuses on improvisation, expression, and creativity as it relates to dance beyond the intermediate level. Students are exposed to various forms and styles of dance, including ballet, contemporary, hip-hop, jazz, lyrical, modern, and musical theatre. All dancers take part in the end-of-year Spring Dance Recital.

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August – May) to the student’s NBPS family account. This fee includes one recital costume. Students are expected to perform in the end of year recital. Additional out of pocket expenses: class attire and dance shoes. Fee subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

What are the essential questions of the course?

- What is dance?
- What is technique?
- How does technique contribute to the overall work?
- How will you demonstrate critical and analytical thinking skills in the artistic response to dance?
- How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

IB DANCE SL/HL YEAR 1 AND 2

DAN 6800, DAN 6810, DAN 7800, DAN 7810

Brief Course Overview:

The course focuses on the composition, performance, and analysis of dance, or “expressive movement,” which is practiced amongst people of various backgrounds and for a variety of purposes throughout the world. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. How does dance technique contribute to the overall work? How will you demonstrate critical and analytical thinking skills in the artistic response to dance? How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology
- Dance forms of many cultures/styles/genres

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising and reflecting on their work to communicate a clear meaning
- Demonstrate appropriate presentation of a final dance work for different venues and audiences
- Demonstrate the elements of B.E.S.T. (Body, energy, space, time)
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality
- Demonstrate, initiate, and plan effective strategies to practice with attention to technical details and artistic intent
- Achieve dance skills and artistic performance for a variety of genres and styles and choreographic approaches
- Demonstrate constructive responses in a variety of communicative formats

What are the essential questions of the course?

- What makes a work of art great?
- Where do artists find their ideas?
- How does the dance language communicate?

Prerequisites:

Year 1: Extensive dance training and education, plus teacher recommendation to participate in IB Dance

Year 2: Successful completion of IB Dance Year 1

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Elective

Students completing this course must take the IB Dance HL/SL examination.

Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB issued examination fee.

Please note there is a fee associated with each IB course to cover the cost of external examinations.

HONORS FOUNDATIONAL FORMS: POINTE & VARIATION

DAN 5520

Brief Course Overview:

Foundational Forms: Pointe and Variation is a yearlong class for advanced ballet dancers that focuses primarily on building the technique, strength, flexibility, and control to accurately execute ballet steps and variations accurately. Throughout the year, you will gain knowledge of both the history and terminology related to performing on pointe and in classical variations.

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August–May) to the student’s NBPS family account. Students are expected to perform in the end-of-year recital. Additional out-of-pocket expenses: class attire and dance shoes. Fee subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance or variation (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

What are the essential questions of the course?

- What is dance?
- What is technique?
- How does technique contribute to the overall work?
- How will you demonstrate critical and analytical thinking skills in the artistic response to dance?
- How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Prerequisites:

Teacher recommendation/Extensive Dance Experience Required for consideration

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS FOUNDATIONAL FORMS: BALLET

DAN 5510

Brief Course Overview:

Foundational Forms: Pointe and Variation is a yearlong class for advanced ballet dancers that focuses primarily on building the technique, strength, flexibility, and control to execute ballet steps and variations accurately. Throughout the year, you will gain knowledge of both the history and terminology as it relates to performing on pointe and in classical variations.

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August – May) to the student’s NBPS family account. Students are expected to perform in the end of year recital. Additional out of pocket expenses: class attire and dance shoes.

Fee is subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance or variation (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

What are the essential questions of the course?

- What is dance?
- What is technique?
- How does technique contribute to the overall work?
- How will you demonstrate critical and analytical thinking skills in the artistic response to dance?
- How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Prerequisites:

Teacher recommendation/Extensive Dance Experience Required for consideration

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS PERSONAL ARTISTRY & LINEAGE: MODERN

DAN 5500

Brief Course Overview:

Personal Artistry & Lineage: Modern is a yearlong class that focuses primarily on building the technique, strength, flexibility, and control to accurately execute performing classical modern dance techniques. Throughout the year, you will gain knowledge of both the history and terminology related to modern dance techniques. Dancers will study both Graham and Horton techniques, as well as dive deeply into expanding their choreography & composition skills.

Dance Class Fee (During the School Day): One yearly fee of \$1990 will be billed over 10 months (August – May) to the student’s NBPS family account. Students are expected to perform in the end of year recital. Additional out of pocket expenses: class attire and dance shoes. Fee is subject to change.

Main Topics of Study:

- Body/Anatomy
- Movement Skills
- Elements of Dance
- Performance Values
- Choreography
- Dance Terminology

What are the Enduring Understandings of the course?

- Demonstrate fluency in using a variety of strategies for creating movement ideas (exploring), designing and choreographing dance structures
- Demonstrate a personal voice in communicating the artistic intent of an original dance or variation (personal, social, philosophical, or cultural)
- Demonstrate the evaluation process through refining, revising, and reflecting on their work to communicate a clear meaning
- Demonstrate changes in dynamics, rhythm, phrasing, and musicality

What are the essential questions of the course?

- What is dance?
- What is technique?
- How does technique contribute to the overall work?
- How will you demonstrate critical and analytical thinking skills in the artistic response to dance?
- How do you express your ideas, experiences, feelings, and images in original and artistic dance?

Prerequisites:

Teacher recommendation/Extensive Dance Experience Required for consideration

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts, Tech or PE
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

MUSIC

Our music curriculum, developed in collaboration with The Juilliard School, seeks to inspire our musicians to develop the skills of musical thinking, active listening, and connection making empowering them with creativity, curiosity, and cultural literacy.



MUSIC

[Advanced Jazz Band](#)
[String Orchestra](#)
[AP Music Theory](#)
[Music Production and Recording](#)
[Chamber Orchestra](#)
[Honors Symphony Orchestra](#)
[Concert Choir](#)
[Honors Advanced Chamber Choir](#)
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[HS Guitar 1](#)
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[HS Guitar 4](#)
[IB Music SL/HL 1 & 2](#)
[Wind Ensemble](#)

ADVANCED JAZZ BAND

MUS 4140, MUS 4540 (Honors)

Brief Course Overview:

The Advanced Jazz Band is one of the most visible and active ensembles in the High School music program. Traditional in number, the jazz ensemble is set in a “Big Band” format. The group performs a wide variety of selections, from improvisational to swing to contemporary music. The jazz band performs extensively for school functions and at community events throughout the year. The Advanced Jazz Band performs for organizations such as The American Cancer Society, Ronald McDonald House, and Give Kids the World. This course is intended to explore advanced techniques and the large ensemble literature of the various jazz styles. In this class, we will study ensemble techniques and common practices, improvisation, and individual instrumental techniques. There will be many performances both at school and out in the community. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble’s performance? How do I evaluate my own current level of performance?

Advanced Jazz Band Class Fee (During the School Day): One yearly fee of \$250. Fee is subject to change.

Main Topics of Study:

- Individual Instrumental Technique
- Jazz Ensemble Technique
- Common Jazz Practices
- Improvisational Techniques
- Jazz Repertoire in Relation to History/Culture

What are the Enduring Understandings of the course?

- Demonstrate performance skills through solo or group music-making
- Demonstrates appropriate improvisation and composition skills (rhythmic improvisation, melodic improvisation, harmonic progression, control and development of musical elements, and musical cohesion)
- Demonstrates knowledge, understanding and perception of music in relation to time, place and culture.
- Demonstrate comprehensive musicianship (singing in tune, steady beat, auditory discrimination, form recognition, aural skills, etc.)
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)

Prerequisites:

Audition with the Jazz Band Director; must be a member of the Wind Ensemble the coming season

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

STRING ORCHESTRA

MUS 4150, MUS 4550 (Honors)

Brief Course Overview:

The String Orchestra focuses on sharpening the students’ string performance skills and building a substantial repertoire. This group performs for school functions and at community events throughout the year. Developing body posture, tone production, note and rhythm reading, ensemble skills, and interpretation are the objectives of this course. Learning to be a complete musician who has the skills to excel in both technique and interpretation requires the integration of many disciplines. For this reason, communication skills, creativity, music theory, and history are integral parts of this course. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble’s performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Instrumental Technique
- Ensemble Technique
- Music Theory
- Sight-Reading: Ear Training/Sight-Singing
- Repertoire in Relation to History/Culture

What are the Enduring Understandings of the course?

- Demonstrates knowledge, understanding, and perception of music in relation to time, place, and culture.
- Use appropriate musical terminology to describe and reflect their critical understanding of music.
- Demonstrate proper instrumental technique
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites:

Audition or director recommendation

Co-requisites:

Private lessons are highly recommended (Approximate cost is \$1450 based upon 24 lessons per year.)

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

ADVANCED PLACEMENT MUSIC THEORY

MUS 6800

Brief Course Overview:

This course offers a vibrant musical education that fosters curiosity in and sensitivity to not only 17th and 18th-century Western Music but also other Music of various times, genres, and cultures. Our program better enables our students to appreciate the ways Music manifests knowledge on multiple levels and prepares them to advance as more creative, critical thinkers, capable of viewing their world in new and insightful ways and ready to begin exploring careers in Music. In addition to music theory, composition, and aural skills, this course includes elements of music history and performance in order to place our students’ musical perception and analysis in a historical and cultural context.

Main Topics of Study:

- Fundamental Terminology and Fundamental Notational Skills
- Compositional Skills
- Score Analysis
- Aural Skills

What are the Enduring Understandings of the course?

- Recognize, understand, and describe the basic materials and processes of Music that are represented in a score.
- Demonstrate Aural and Sight-Singing Skills
- Demonstrate Composition and Analytical Skills

Prerequisites:

Placement Test required. Music Comp I/II highly recommended; Extensive music background required; teacher permission

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Students completing this course must take the AP Music Theory examination.

Fees: AP exams cost \$92 per examination.

Fee is subject to change.

MUSIC PRODUCTION AND RECORDING

MUS 4120

Brief Course Overview:

This course focuses on modern music production, providing students the opportunity to create, record, and produce music using industry-standard software, hardware, and studio practices. Students develop comprehensive musicianship through critical listening, applied music theory, MIDI sequencing, arrangement, and understanding the full production workflow from pre-production through mastering. Instruction emphasizes technical skill, creative decision-making, sound design, and collaborative problem-solving across a variety of musical styles and genres.

Throughout the course, students reflect on essential questions such as: How does technology influence musical creativity and artistic identity? What strategies and practices produce professional-quality recordings? How can a producer balance technical precision with expressive intent? In what ways can reflection, critique, and collaboration enhance artistic growth and creative decision-making?

Main Topics of Study:

- Digital Audio Workstations (DAWs)
- Microphones & Studio Techniques
- Music Theory for Producers
- MIDI & Virtual Instruments
- Critical Listening & Audio Fundamentals
- Beatmaking & Contemporary Production Styles
- Songwriting & Pre-Production
- Music Technology History & Industry Context

What are the aims of this course?

- Demonstrate an understanding of how music production techniques communicate artistic intent across genres, cultures, and eras.
- Use appropriate audio and musical terminology to describe, analyze, and evaluate music and recorded sound.
- Demonstrate competency with studio equipment, digital audio workstations, and the technical processes of recording, editing, and mixing.
- Apply music theory, arrangement concepts, and critical listening skills to create cohesive and expressive productions.
- Collaborate with musicians, peers, and ensembles to produce, engineer, and refine recorded performances.
- Evaluate and analyze recorded music and production choices, including frequency balance, dynamic control, spatial elements, and stylistic authenticity.
- Create original works that show control of musical elements (melody, harmony, rhythm, timbre, form) within a technological environment.

Prerequisites:

At least 1 year of vocal or instrumental experience (could be in choir, band, orchestra, guitar, or private lessons) or submission of a brief music portfolio; students must demonstrate a strong interest in music creation or songwriting.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Ongoing private instruction is advised to complement course study.

CHAMBER ORCHESTRA

MUS 4190, MUS 4590 (Honors)

Brief Course Overview:

The Chamber Orchestra is designed for the most accomplished string students. This course will focus on the individual development of instrumental technique, leadership skills with solo and small ensembles, and advanced audition skills. Utilizing Juilliard Creative Classroom resources, students will develop musicianship skills while they perform, create, and interpret both advanced string orchestra and chamber music literature. Communication skills, creativity, music theory, and history are integral parts of this course. Chamber ensembles are often asked to perform around campus for honorary school functions and community events throughout the year.

Fine Arts Honors-level courses demand a rigorous study of artistic and creative concepts, advanced technique and performance studies, and critical analysis. Students enrolled in a fine arts honors course may also be required to take on additional topics, assignments, and independent projects in addition to their in-depth creative studies.

Eligibility: All Arts Academy students are eligible for Honors level art courses beginning with the class of 2024

NBPS students are eligible for Honors level art courses beginning with the class of 2027.

Main Topics of Study:

- Fundamental Terminology and Fundamental Notational Skills
- Compositional Skills
- Score Analysis
- Aural Skills

What are the Enduring Understandings of the course?

- Recognize, understand, and describe the basic materials and processes of music that are represented in a score.
- Demonstrate Aural and Sight-Singing Skills
- Demonstrate Composition and Analytical Skills

Prerequisites:

Placement Test required. Music Comp I/II highly recommended; Extensive music background required; teacher permission

Co-requisites:

Private lessons are highly recommended (Approximate cost is \$1450 based upon 24 lessons per year.)

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS SYMPHONY ORCHESTRA

MUS 4570 (Honors)

Brief Course Overview:

This course focuses on performance in a full symphony orchestra, providing students the opportunity to study and perform orchestral repertoire ranging from advanced intermediate works to college- and professional-level masterworks. Students develop comprehensive orchestral musicianship within a large ensemble setting that integrates strings, winds, and percussion. Instruction emphasizes advanced tone production, intonation, rhythmic accuracy, articulation, balance, blend, stylistic interpretation, and ensemble cohesion across a wide range of musical styles and historical periods.

Throughout the course, students reflect on essential questions such as: What does it mean to perform as an expressive and responsible member of an orchestra? How do historical, cultural, and stylistic contexts shape the interpretation of orchestral music? How do orchestras balance technical precision, ensemble unity, and individual musical voice? In what ways can reflection, critique, and revision support continuous artistic growth?

Main Topics of Study:

- Individual Instrumental Technique (Advanced Orchestral Level)
- Full Ensemble Technique and Musicianship
- Advanced Music Theory
- Sight-Reading and Ear Training
- Orchestral Repertoire in Relation to History and Culture

What are the Enduring Understandings of the course?

- Demonstrate comprehensive knowledge and understanding of music in relation to time, place, and culture
- Use advanced musical terminology to analyze, interpret, and evaluate orchestral music
- Demonstrate refined instrumental technique appropriate to full orchestral performance
- Demonstrate advanced ensemble skills (balance, blend, listening across sections, identifying melodic and harmonic roles, and error detection)
- Evaluate and analyze orchestral music and performances with critical and reflective insight

Prerequisites: Audition

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

CONCERT CHOIR

MUS 4180

Brief Course Overview:

Concert Choir is a non-auditioned group of high school singers who meet the minimum requirements of sight reading, vocal quality, and musicianship. This class continues to develop and expand on the elements of choral singing introduced in the Middle School Chorus. Body posture, tone production, note and rhythm reading, ensemble skills, and developing both technique and interpretation are the fundamentals of this course. The choir will practice these skills daily and perform at the holiday and spring concerts, as well as at school functions. Students are strongly encouraged to participate in the Florida Vocal Association (FVA) Music Performance Assessment (MPA) and the Florida Music Educators' Association (FMEA) All-State competitions. What habits will produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble's performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Vocal Technique
- Ensemble Technique
- Music Theory
- Sight-Reading: Ear Training/Sight-Singing
- A Wide Variety of Singing Repertoire and How it Relates to History/Culture

What are the Enduring Understandings of the course?

- Demonstrates knowledge, understanding, and perception of music in relation to time, place, and culture.
- Use appropriate musical terminology to describe and reflect their critical understanding of music.
- Demonstrate comprehensive musicianship (singing in tune, steady beat, auditory discrimination, form recognition, aural skills, etc.)
- Demonstrate appropriate development of musical literacy (intervals, chords, key signatures, harmonic structure, musical modes, sight-reading, and sight-singing)
- Demonstrate appropriate ensemble skills (harmony, balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites:

Previous chorus experience or director recommendation

Co-requisite:

Private lessons (Approximate cost is \$1300 based upon 24 lessons per year.)

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS ADVANCED CHAMBER CHOIR

MUS 4530

Brief Course Overview:

This course focuses on advanced mixed vocal ensemble performance, providing soprano, alto, tenor, and bass singers the opportunity to engage with challenging repertoire spanning diverse historical periods, musical styles, cultures, and languages. Students cultivate comprehensive vocal musicianship through refined technique, independent score study, sight-reading, music theory, and collaborative rehearsal. Instruction emphasizes precise tone production, breath support, posture, diction, blend, intonation, expressive phrasing, and stylistically informed interpretation, preparing singers to meet the technical, musical, and interpretive demands of complex repertoire.

Throughout the course, students reflect on essential questions such as: How do posture, breath support, and advanced vocal technique shape individual tone and the ensemble’s expressive capacity? How can mastery of rhythm, pitch, and music theory support independent learning, precise execution, and musical interpretation? In what ways do historical context, cultural background, and stylistic conventions inform rehearsal strategies and performance decisions? How does accurate pronunciation, unified diction, and understanding of text enhance clarity, blend, and expressive communication? How can critical listening, score analysis, and collaborative decision-making refine intonation, balance, and ensemble cohesion? How do focused preparation, disciplined rehearsal practices, and reflective evaluation contribute to confident, nuanced, and professional-level performance?

Main Topics of Study:

- Vocal Technique and Vocal Health
 - Sight-Reading and Music Literacy
 - Choral Repertoire and Musical Style
 - Language, Diction, and Text Interpretation
 - Ensemble Skills and Musicianship
 - Performance and Professional Practice
- Students will be able to demonstrate professional-level rehearsal and performance practices, including disciplined preparation, focused reflection, effective collaboration, and independent artistic judgment, using self-assessment and peer feedback to continually refine technical skills, interpretive choices, and overall musical artistry.

What are the aims of this course?

- Students will be able to perform advanced SATB choral repertoire with precision, stylistic insight, and expressive depth, demonstrating fluency across multiple languages, historical periods, and musical genres while making informed interpretive decisions that reflect personal artistic voice.
- Students will be able to apply sophisticated and sustainable vocal technique—including posture, breath management, resonance, and tone production—to sing safely, expressively, and with nuanced control both individually and within an ensemble, while evaluating and refining their own vocal choices.
- Students will be able to independently analyze, sight-read, and internalize complex choral music using advanced music literacy skills, including solfège, rhythmic interpretation, harmonic and structural analysis, and applied music theory, making critical decisions to support both technical accuracy and expressive intent.
- Students will be able to exhibit advanced ensemble musicianship by listening critically, interpreting scores with nuance, and making real-time adjustments in intonation, balance, blend, phrasing, and expression, contributing thoughtfully to cohesive and artistically compelling performances.

Prerequisites: Audition

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Ongoing private instruction is recommended to complement course study.

HONORS ADVANCED TREBLE CHOIR

MUS 4560

Brief Course Overview:

This course focuses on advanced treble vocal ensemble performance, providing soprano and alto singers the opportunity to study and perform challenging repertoire spanning diverse historical periods, musical styles, cultures, and languages. Students develop comprehensive vocal musicianship through healthy and efficient technique, sight-reading, music theory, score study, and collaborative rehearsal. Instruction emphasizes expressive performance, ensemble blend, intonation, diction, stylistic interpretation, and professional rehearsal habits.

Throughout the course, students reflect on essential questions such as: How do posture, breath support, and vocal technique shape individual tone and ensemble sound? How can music theory, rhythm, and pitch literacy support independent learning and accurate performance? In what ways do historical context, culture, and musical style inform rehearsal and interpretation? How does unified diction, accurate pronunciation, and understanding of text enhance clarity, blend, and expressiveness? How can listening, collaboration, and score study improve intonation, balance, and musical precision? How do preparation, focus, and professional performance practices contribute to confident and expressive artistry?

Main Topics of Study:

- Vocal Technique and Vocal Health
- Sight-Reading and Music Literacy
- Choral Repertoire and Musical Style
- Language, Diction, and Text Interpretation
- Ensemble Skills and Musicianship
- Performance and Professional Practice

- Students will be able to demonstrate professional-level rehearsal and performance practices, including rigorous preparation, disciplined focus, effective collaboration, reflective self-assessment, and continual refinement of artistic and technical skills.

What are the aims of this course?

- Students will be able to perform advanced treble choral repertoire with precision in pitch, rhythm, diction, and stylistic interpretation, demonstrating fluency across multiple languages, historical periods, and musical genres.
- Students will be able to apply sophisticated and sustainable vocal technique—including posture, breath management, resonance, and tone production—to sing safely, expressively, and with control both individually and as part of an ensemble.
- Students will be able to independently analyze, sight-read, and internalize choral music using advanced music literacy skills, including solfège, rhythmic interpretation, harmonic awareness, and applied music theory.
- Students will be able to exhibit advanced ensemble musicianship by listening critically, making real-time adjustments in intonation, balance, blend, phrasing, and expressive interpretation during rehearsals and performances.

Prerequisites: Audition

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

Ongoing private instruction is recommended to complement course study.

HS GUITAR 1

MUS 4170, MUS 4570 (Honors)

Brief Course Overview:

This class introduces students to the basics of guitar playing, including note reading, ensemble playing, classical and flamenco technique, chord study, picking, scales, and arpeggios. Students will apply and practice these skills daily using a variety of music and styles. Students who complete this course will be able to read notes in first position, understand the basics of playing a melody, accompaniment, and bass part, read a lead sheet, and perform a simple solo classical piece. Community-based performances are a required part of this course. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble’s performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Instrumental Technique (tone production, left and right-hand technique, body posture)
- Ensemble Technique (Balance and blend)
- Music Theory (note and rhythm reading, reading chord charts, scales and arpeggios)
- Sight-Reading: Ear Training/Sight-Singing
- Repertoire In Relation to History/Culture

What are the Enduring Understandings of the course?

- Demonstrate appropriate improvisation and composition skills (rhythmic improvisation, melodic improvisation, harmonic progression, control and development of musical elements, and musical cohesion)
- Demonstrate proper instrumental technique
- Demonstrate appropriate performance skills (rhythm, pitch, dynamic accuracy, and style in patterns and repertoire)
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites: None

Co-requisite:

Private lessons (Approximate cost is \$1370 based upon 24 lessons per year.)

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HS GUITAR 2

MUS 5170, MUS 5570 (Honors)

Brief Course Overview:

This class further develops skills learned in HS Guitar I, focusing on playing intermediate-level guitar ensemble pieces, reading music in the lower positions, refining classical flamenco and picking techniques, and new scales and arpeggios. Students will apply and practice these skills daily using a variety of music and styles. Students who complete this course will be able to perform an intermediate-level solo classical piece perform an easy jazz tune, including playing the melody, comping chords, and improvising a simple solo. Students are strongly encouraged to participate in state and district music events and competitions. Performances are required. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble’s performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Instrumental Technique (tone production, left and right-hand technique, body posture)
- Ensemble Technique (Balance and blend)
- Music Theory (note and rhythm reading, reading chord charts, scales, and arpeggios)
- Sight-Reading: Ear Training/Sight-Singing
- Repertoire In Relation to History/Culture

What are the Enduring Understandings of the course?

- Demonstrate appropriate improvisation and composition skills (rhythmic improvisation, melodic improvisation, harmonic progression, control and development of musical elements, and musical cohesion)
- Demonstrate proper instrumental technique
- Demonstrate appropriate performance skills (rhythm, pitch, dynamic accuracy, and style in patterns and repertoire)
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites:

High School Guitar 1; Audition or director recommendation

Co-requisite:

Private lessons (Approximate cost is \$1370 based upon 24 lessons per year.)

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HS GUITAR 3

MUS 6170, MUS 6570 (Honors)

Brief Course Overview:

This class further develops skills learned in HS Guitar II, focusing on playing intermediate to difficult-level guitar ensemble pieces, reading notes in the middle positions, intermediate jazz improvisation, scale modes, seventh chord arpeggios, jazz chord voicings, refining classical, flamenco, and picking techniques. Students will apply and practice these skills daily using a variety of music and styles. Students who complete this course will be able to perform intermediate to difficult-level solo classical pieces, perform an intermediate jazz tune, including playing the melody, comping chords, and improvising a solo. Students are strongly encouraged to participate in state and district music events and competitions. Performances are required. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble's performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Instrumental Technique (tone production, left and right-hand technique, body posture)
- Ensemble Technique (Balance and blend)
- Music Theory (note and rhythm reading, reading chord charts, scales, and arpeggios)
- Sight-Reading: Ear Training/Sight-Singing
- Repertoire In Relation to History/Culture
- Improvisation and Soloing

What are the Enduring Understandings of the course?

- Demonstrate appropriate improvisation and composition skills (rhythmic improvisation, melodic improvisation, harmonic progression, control and development of musical elements, and musical cohesion)
- Demonstrate proper instrumental technique
- Demonstrate appropriate performance skills (rhythm, pitch, dynamic accuracy, and style in patterns and repertoire)
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites:

High School Guitar 1, 2, Audition or Director recommendation

Co-requisite:

Private lessons (Approximate cost is \$1370 based upon 24 lessons per year.)

Course Length:**Year****Meets NBPS Graduation Requirement?****Fine Arts
or Tech****Included in Bright Futures GPA calculation?****No****Included in NBPS GPA?****Yes****NCAA Core Class?****No****State University Core Class?****No**

HS GUITAR 4

MUS 7170, MUS 7550 (Honors)

Brief Course Overview:

This class focuses on exploring advanced guitar styles and concepts in greater depth. Students further develop advanced playing skills, focusing on playing intermediate to advanced-level guitar ensemble pieces, reading notes in all positions, advanced jazz improvisation, jazz comping, and refining classical, flamenco, and picking techniques. Students will apply and practice these skills daily using a variety of music and styles. Students who complete this course will be able to perform intermediate to difficult-level solo classical pieces and perform an intermediate-to difficult jazz tune, including playing the melody, comping chords, playing a chord melody, and improvising a solo. Students are strongly encouraged to participate in state and district music events and competitions. Performances are required. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble’s performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Instrumental Technique (tone production, left and right-hand technique, body posture)
- Ensemble Technique (Balance and blend)
- Music Theory (note and rhythm reading, reading chord charts, scales, and arpeggios)
- Sight-Reading: Ear Training/Sight-Singing
- Repertoire In Relation to History/Culture
- Improvisation and Soloing

What are the Enduring Understandings of the course?

- Demonstrate appropriate improvisation and composition skills (rhythmic improvisation, melodic improvisation, harmonic progression, control and development of musical elements, and musical cohesion)
- Demonstrate proper instrumental technique
- Demonstrate appropriate performance skills (rhythm, pitch, dynamic accuracy, and style in patterns and repertoire)
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites:

High School Guitar 1, 2, 3; Audition or Director recommendation

Co-requisite:

Private lessons (Approximate cost is \$1370 based upon 24 lessons per year.)

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

IB MUSIC SL/HL YEAR 1 AND 2

MUS 6810, MUS 6820, MUS 7800, MUS 7810

Brief Course Overview:

The purpose of this course is to produce musicians who are able to identify and describe musical elements displayed in diverse examples of music from Western and non-western cultures. In addition, this course seeks to foster curiosity in and sensitivity to music of various genres and cultures. Through an in-depth study of music, students will learn to understand and value the ways in which music incorporates and exhibits knowledge on multiple levels. In order to achieve these goals, students will develop the ability to recognize, understand, and describe the materials and processes of music that are heard and/or presented in a score through the development of aural skills, sight-singing skills, written skills, compositional skills, and analytical skills. How is an understanding of the elements of music relevant to the perception and analysis of music from our culture and from other cultures? Why is it important to understand the structure of a piece of music? How does musical composition relate to English language composition? What criteria do we use to evaluate performance?

Main Topics of Study:

- Western Art Music
- Non-Western Traditional Music
- Music Theory and History Framed by Cultural References
- Music Composition and Performance
- Critical Evaluation of Musical Performances
- Self-Critique of Music Performances
- Music Research/Interpretation

What are the Enduring Understandings of the course?

Students should be able to:

- Demonstrate comparative analysis of music in relation to time, place and cultures
- Demonstrate performance skills through solo music-making or group music making
- Demonstrate appropriate improvisation and composition skills (rhythmic improvisation, melodic improvisation, harmonic progression, control and development of musical elements, and musical cohesion)
- Demonstrate knowledge, understanding, and perception of music in relation to time, place, and culture
- Use appropriate musical terminology to describe and reflect their critical understanding of music

Pre-requisites: AP Music Theory Highly recommended. \ Extensive music background required; teacher permission. Private lessons or coaching on primary instruments are required.

Students completing this course must take the IB Music examination.

Students enrolled in IB courses will be assessed an annual registration fee by the IBO. For full Diploma candidates, this is a one-time fee. The registration fee is separate from the fee assessed for each IB subject.

Please note there is a fee associated with each IB course to cover the cost of external examinations.

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Elective

WIND ENSEMBLE

MUS 5100, MUS 5500 (Honors)

Brief Course Overview:

This advanced-level group is the premier band at North Broward Preparatory School and focuses on enhancing both individual musicianship and ensemble skills in addition to building a substantial repertoire of symphonic, popular, and contemporary literature. Students will enhance their knowledge of 20th-century wind band performance practice while displaying their abilities and accomplishments in public performances. Students will also expand their musical knowledge through listening, critiquing, researching, and comparing the music of the 20th-century wind band and other genres. This group performs for school functions and at community events throughout the year. What Habits of Mind produce a high level of musicianship? How do I become an independent musician? How do I contribute to the effectiveness of the ensemble’s performance? How do I evaluate my own current level of performance?

Main Topics of Study:

- Individual Instrumental Technique
- Ensemble Technique
- Music Theory
- Sight-Reading: Ear Training/Sight-Singing
- Repertoire In Relation to History/Culture

What are the Enduring Understandings of the course?

- Demonstrates knowledge, understanding, and perception of music in relation to time, place, and culture.
- Use appropriate musical terminology to describe and reflect their critical understanding of music.
- Demonstrate proper instrumental technique
- Demonstrate appropriate ensemble skills (balance, listening, identifying melodic and harmonic lines, error detection)
- Evaluate and analyze music and music performances

Prerequisites:

Students must be able to play all 12 Major Scales according to the FBA All-State requirement, and the chromatic scale according to the FBA All-State requirement; An audition with the Director of Bands is required.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

THEATRE

Our students develop a new appreciation for the art of theatre while making discoveries about themselves and the world in which they live.

We guide young people through their creative journey while providing them with the tools they need to develop self-confidence and strong communication skills. They are encouraged to take ownership of their learning and decision-making processes and to understand what it takes to become a skilled and artistic actor.

RECOMMENDED PATHWAYS:



ARTS ACADEMY – MUSICAL THEATRE FOCUS			
	CLASS I	CLASS II	CLASS III
YEAR I	Theatre Arts I	Dance	MT Voice/Choir
YEAR II	Theatre Arts II	Dance	MT Voice/Choir
YEAR III	Theatre Arts III or IB Theatre	Musical Theatre History and Styles	Fine Arts Elective (Dance, Choir, Film, Piano, Production and Design)
YEAR IV	Theatre Arts IV or IB Theatre	Musical Theatre Repertory	Fine Arts Elective (Dance, Choir, Film, Piano, Production and Design)

ARTS ACADEMY – ACTING FOCUS			
	CLASS I	CLASS II	CLASS III
YEAR I	Theatre Arts I	Production and Design I	MT Voice/Choir
YEAR II	Theatre Arts II	Production and Design II	Vocal Production
YEAR III	Theatre Arts III	Fine Arts Elective (Dance, Choir, Film, IB Theatre)	Voice and Movement
YEAR IV	Theatre Arts IV	Fine Arts Elective (Dance, Choir, Film, IB Theatre)	Voice and Movement

THEATRE

[IB Theatre Year 1](#)

[IB Theatre SL/HL Year 2](#)

[Theatre Arts I](#)

[Theatre Arts II](#)

[Honors Musical Theatre Repertory and Musicianship](#)

[Honors Theatre Arts III](#)

[Honors Theatre Arts IV](#)

[Honors Musical Theatre History & Styles](#)

IB THEATRE YEAR 1

THE 6800, THE 6810

Brief Course Overview:

IB Theatre Arts is a two-year course in which students demonstrate theoretical and practical knowledge of theatrical traditions from various world traditions and theories. Students develop an understanding of production elements and theatre practices, and learn to critically evaluate performances. Students engage practically in creating and presenting performances using acting, directing, and design elements to create and assess the impact of their work. They will evaluate their own development in theatre through continual self-reflection. The course is structured to ensure students are viewing theatrical processes through the following lenses - Theatre in the Making, Theatre in Performance, and Theatre Around the World. In Year Two, the students use their training to prepare and submit four assignments: the Research Presentation, a Collaborative Performance Project, a Solo Performance Project, and the Production Proposal..

Main Topics of Study:

- Theatre In the Making (How do we create theatre? What elements are essential? How do Acting, Directing, and Design elements contribute to the creative process? How do creatives make meaning and assess impact?)
- Theatre In the World (Study of theatre traditions, theatre theorists, and practices in cultures around the world)
- Theatre In Performance (Analysis of performance, performance experiences, and how skills and historical/ cultural context and research enhance meaning, choice-making, and understanding)

What are the Enduring Understandings of the course?

- Analyze a variety of plays and scenes, describing and comparing universal characters and situations in dramas from and about various cultures and historical periods.
- Make acting, directing, and design choices that support and enhance the intent of the production.
- Source and research theatre-related materials to inform their artistic choices.
- Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.
- Use movement, gesture, voice, imagination, observation, and script analysis to create theatre.
- Articulate an understanding, interpretation, and evaluation of a theatre piece as drama and as a realized production, using appropriate critical vocabulary.

Prerequisites:

Theatre Arts I and II or equivalent acting experience. Teacher recommendation.

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Elective

Students completing this course must take the IB Theatre examination.

Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB issued examination fee.

IB THEATRE YEAR 2 SL/HL

THE 7800, THE 7810

Brief Course Overview:

IB Theatre Arts is a two-year course in which students demonstrate theoretical and practical knowledge of theatrical traditions from various world traditions and theories. Students develop an understanding of production elements and theatre practices, and learn to critically evaluate performances. Students engage practically in creating and presenting performances using acting, directing, and design elements to create and assess the impact of their work. They will evaluate their own development in theatre through continual self-reflection. The course is structured to ensure students are viewing theatrical processes through the following lenses - Theatre in the Making, Theatre in Performance, and Theatre Around the World. In Year Two, the students use their training to prepare and submit four assignments: the Research Presentation, a Collaborative Performance Project, a Solo Performance Project, and the Production Proposal.

Main Topics of Study:

- Theatre In the Making (How do we create theatre? What elements are essential? How do Acting, Directing, and Design elements contribute to the creative process? How do creatives make meaning and assess impact?)
- Theatre In the World (Study of theatre traditions, theatre theorists, and practices in cultures around the world)
- Theatre In Performance (Analysis of performance, performance experiences, and how skills and historical/ cultural context and research enhance meaning, choice-making and understanding)

What are the Enduring Understandings of the course?

- Analyze a variety of plays and scenes, describing and comparing universal characters and situations in dramas from and about various cultures and historical periods.
- Make acting, directing, and design choices that support and enhance the intent of the production.
- Source and research theatre-related materials to inform their artistic choices.
- Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.
- Use movement, gesture, voice, imagination, observation, and script analysis to create theatre.
- Articulate an understanding, interpretation, and evaluation of a theatre piece as drama and as a realized production, using appropriate critical vocabulary.

Prerequisites: IB Theatre Year 1

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	Elective

Students completing this course must take the IB Theatre examination.

Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB-issued examination fee.

THEATRE ARTS 1

THE 4100

Brief Course Overview:

Theatre Arts I is an introductory, foundational course designed to prepare students for further study in theatre while providing a broad overview of the art form. Students explore essential theatrical vocabulary, conventions, and concepts, along with the historical and cultural contexts of theatre across time and cultures. Through hands-on activities such as improvisation, pantomime, scene and monologue work, and ensemble-building exercises, students develop core performance skills in voice, movement, and character development, including projection and articulation. Students analyze scripts and evaluate live and recorded performances to better understand how acting communicates meaning to an audience. Emphasis is placed on identifying the actor’s primary tools—mind, body, and voice—and understanding the collaborative roles that contribute to theatrical production.

Main Topics of Study:

- Vocal Skills
- Movement Skills
- Character Development
- Improvisation
- Ensemble Building
- Scene & Monologue Work

What are the Enduring Understandings of the course?

- Describe and compare universal characters and situations in dramas from and about various cultures and historical periods.
- Make acting, directing, and design choices that support and enhance the intent of the production.
- Source and research theatre-related materials to inform artistic choices.

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

THEATRE ARTS 2

THE 5100

Brief Course Overview:

Theatre Arts 2 focuses on deepening students’ acting techniques through scene work, monologue preparation, and character exploration. The course introduces script analysis, physical and vocal training, and ensemble work, culminating in performance-based assessments. Students will also engage in playwriting, directing, and design elements to develop a well-rounded approach to theatre-making. Additionally, students will participate in MTC TheatreLink, a unique program that connects young artists with professional playwrights, fostering creative collaboration and an in-depth exploration of contemporary theatre.

Main Topics of Study:

- Advanced Acting Techniques (Objectives, Beats, Tactics)
- Scene Work & Monologue Performance
- Script Analysis & Play Interpretation
- Physical & Vocal Development for the Actor
- Performance Critique & Reflection
- MTC TheatreLink Playwriting, Production, and Performance Collaboration

What are the Enduring Understandings of the course?

- Effective acting is grounded in the analysis of dramatic texts, including character objectives, relationships, given circumstances, and structure, in order to communicate meaning authentically to an audience.
- Knowledge of theatrical styles, genres, and historical movements informs artistic choices and expands an actor’s creative and interpretive range.
- Reflection, critique, and revision are essential practices that support artistic growth, refinement of performance skills, and deeper understanding of theatrical work.
- Creating original work and engaging with theatre professionals through playwriting and collaborative processes strengthens creative problem-solving, communication skills, and real-world artistic practice.

Prerequisites:

Theatre Arts 1 or equivalent

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No

State University Core Class? No

HONORS MUSICAL THEATRE REPERTORY AND MUSICIANSHIP

THE 6510

Brief Course Overview:

Musical Theatre Repertory and Musicianship is focused on developing vocal, acting, and movement skills in a variety of musical theatre performing styles. Students will analyze entire musicals, learning advanced techniques to build a song’s performance through an in-depth study of the story, the characters, and their interactions with each other and the audience, with the goal of entering as fully as possible into the character and the story in performance. In-class performances will include contemporary and classic musical theatre repertoire. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Students will also develop fluency with musical notation and sharpen basic, practical musicianship skills through sight-singing, aural skills, and keyboard practice.

Main Topics of Study:

- Vocal performance
- Song interpretation
- Scene into song and performing within the musical ensemble
- Use of dance/movement in musical theatre storytelling
- Creating your book
- Directing and choreographing for musical theatre
- Musicianship Skills (Aural, Keyboard and Sight-Singing)

What are the Enduring Understandings of the course?

- Musical theatre performance integrates vocal technique, acting choices, movement, and music literacy to communicate character and story.
- Effective musical theatre performance is grounded in the analysis of lyrics, music, and script to inform character, style, and storytelling.
- Constructive self-reflection and peer critique are essential to refining performance skills and supporting ensemble work.
- Understanding musical elements (melody, harmony, rhythm, dynamics, and form) guides expressive and stylistically appropriate performance choices.
- Musical theatre artists develop flexibility by performing harmonies, countermelodies, and ensemble vocal lines beyond the primary melody.

Prerequisites:

2 years of HS theatre, choir, and/or dance; 11th or 12th grade

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS THEATRE ARTS 3

THE 6500

Brief Course Overview:

Theatre Arts 3 challenges students to explore theatre as both performers and creators. This course focuses on ensemble work, heightened text, and physical theatre, while also incorporating directing, playwriting, and dramaturgy. Students will perform in a one-act play festival and explore classical and contemporary styles. A significant portion of the course is dedicated to theatre history exploration, where students analyze major theatrical movements, including Greek theatre, Commedia dell’Arte, Elizabethan drama, and modern realism, drawing connections between historical context and performance techniques.

Main Topics of Study:

- Heightened Text & Classical Performance Styles
- Theatre History Exploration (Greek, Elizabethan, Realism, Modern Theatre)
- One-Act Play Production (Directing & Performance)
- Dramaturgy
- Physical Theatre & Movement-based Storytelling
- Advanced Scene Study & Character Work
- Introduction to Theatre for Social Change
-

What are the Enduring Understandings of the course?

- Theatre is a living, evolving art form that reflects cultural and social perspectives.
- Acting requires adaptability across different styles, from realism to physical theatre.
- Directing and playwriting allow actors to shape and refine their artistic voices.
- Ensemble work fosters trust, collaboration, and creative problem-solving.
- Theatrical performance can be a powerful tool for storytelling and advocacy.
- Understanding theatre history enhances an actor’s ability to perform across styles.

Prerequisites:

Theatre Arts II or equivalent, teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS THEATRE ARTS 4

THE 7500

Brief Course Overview:

Theatre Arts 4 is a pre-professional course designed to prepare students for collegiate and professional auditions, film and theatre performance, and creative storytelling. Students will develop a portfolio of audition materials, explore acting for the camera, and collaboratively produce a senior play. This course is designed for students serious about pursuing theatre beyond high school. A key component of this course is the formation of a theatre company, where students will take on leadership roles in directing, design, and production to create original or adapted works. The course culminates in a Senior Project, where students will apply their training to a fully realized production, showcasing their growth as theatre artists.

Main Topics of Study:

- Advanced Audition Techniques (Monologues & Song Performance)
- Acting for Film Techniques
- Senior Play Production & Performance
- Devised & Experimental Theatre
- Industry Preparation (Headshots, Resumes, College Audition Prep)
- Formation of a Student Theatre Company

What are the Enduring Understandings of the course?

- A strong audition portfolio showcases versatility, authenticity, and preparedness.
- Professional theatre demands resilience, self-discipline, and continuous learning.
- The transition from stage to screen requires an actor to adjust performance techniques.
- The formation of a theatre company fosters creative independence and artistic collaboration.
- The Senior Project serves as a capstone experience, allowing students to demonstrate mastery of their craft.

Prerequisites:

Theatre Arts 3 or equivalent, teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS MUSICAL THEATRE HISTORY & STYLES

THE 6510

Brief Course Overview:

This course gives students the opportunity to evaluate and compare a variety of musicals from the nineteenth century to the present day, including operettas, vaudeville, minstrel shows, book musicals, rock operas, jukebox musicals, and concept musicals. The history and styles of musical theatre will be explored through performative assignments, and students will examine composers, lyricists, directors, and choreographers who have contributed to the development of the genre. Students will also analyze the basic structure of a musical and how song and dance advance storytelling while strengthening their performance skills.

Fine Arts Honors-level courses demand a rigorous study of artistic and creative concepts, advanced technique and performance studies, and critical analysis. Students enrolled in a fine arts honors course may also be required to take on additional topics, assignments, and independent projects in addition to their in-depth creative studies.

Eligibility: All Arts Academy students are eligible for honors level art courses beginning with the class of 2024

NBPS students are eligible for Honors level art courses beginning with the class of 2027.

Main Topics of Study:

- History of American Musical Theatre
- Structure of a Musical
- Contributors to the Genre: Lyricists, Composers, Directors, Choreographers
- Styles of a Musical and the Effect on Performance

What are the Enduring Understandings of the course?

- What are the enduring understandings of the course?
- Understanding the history and traditions of musical theatre provides context that informs performance, interpretation, and artistic decision-making.
- Musical theatre styles reflect the artistic choices of composers, lyricists, and choreographers and can be compared across genres and time periods.
- Musical theatre works are shaped by identifiable structural elements that vary by style and can be applied to inform and strengthen individual performance.
- Appreciating, analyzing, and critiquing musical theatre deepens understanding of the art form and its cultural, artistic, and expressive impact.
-

Prerequisites: 11th or 12th grade; Theatre Arts 2 or equivalent, teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

MATHEMATICS

Department Overview:

The Mathematics program provides a wide range of different options for students who have varying levels of interest and aptitude for the subject. All students at NBPS must complete Algebra I, Geometry, and Algebra II. Florida's State University System requires four years of mathematics at the level of Algebra I or above, and our flexible progression allows students to complete this requirement by taking courses designed by the College Board (AP), International Baccalaureate (IB), and NBPS. Students who progress beyond the highest level mathematics courses offered at NBPS may pursue further study through dual enrollment options such as Calculus 3 and Linear Algebra. Each of North Broward's mathematics courses includes several different mathematical disciplines, including Algebra, Matrices, Functions, Probability/Statistics, and Calculus. There are several possibilities of how students may progress from one math course to the next. When selecting a math course, students should consider their level of interest, their university plans, and the advice of math teachers, college advisers, and parents.

What are the department's enduring understandings?

Our department wishes to instill in our students the ability to perform in real-life situations. We want our students to build a strong mathematical foundation so they can perform at their best ability on PSAT, SAT, ACT, and other measures of mathematical



MATHEMATICS

CORE

[Algebra 1](#)
[Algebra 2](#)
[Algebra 2 Honors](#)
[AP Calculus AB](#)
[AP Calculus BC](#)
[AP Statistics](#)
[Honors Statistics](#)

[Calculus](#)
[Calculus Honors](#)
[College Algebra w/ Trig](#)
[Geometry](#)
[Geometry Honors](#)
[IB Math HL A&A Year 1 & 2](#)
[IB Math SL A&A Year 1 & 2](#)
[IB Pre-Calculus](#)
[Pre-Calculus](#)
[Pre-Calculus Honors](#)

ELECTIVE

[Explorations in Data Sciences \(Grade 12\)](#)
[Financial Literacy \(Grades 11 and 12\)](#)

MATHEMATICS

ALGEBRA I

MAT 4000, MAT 4005

Brief Course Overview:

The main goal of this course is to provide students with a thorough and extensive study of linear and quadratic functions and graphing on the xy-coordinate system. By the end of this course, students will have all of the knowledge necessary to solve and graph equations and inequalities. They will also be able to apply this knowledge to other areas of math, such as word problems, ratios, and proportions. Questions that will guide learning throughout the year include: How will students use the language of algebra — its vocabulary, symbols, and reasoning — to solve problems, describe relationships and patterns, and apply algebra to represent real-life situations, using algebraic, numerical, and graphical representations; how will students use critical and creative thinking to solve problems and acquire the algebraic foundation and skills necessary for Geometry and Algebra 2.

Main Topics of Study:

- Number Sense
- Equations, Ratios, and Proportions
- Relations and Functions
- Graphing, analyzing & solving linear equations
- Systems of equations & Linear inequalities
- Operations with polynomials
- Factoring and solving quadratics
- Simplifying radical expressions

What are the Enduring Understandings of the course?

- Perform operations on both sides of an equation
- Identify key differences between relations and functions
- Understand how changing the slope value affects the graph of the line and y-intercept
- Write an equation of a line
- Factor quadratic equations
- Understand the solution to a system of equations
- Understand the difference between graphing linear inequalities and graphing linear equations
- Understand the properties of exponents
- Understand how to factor a binomial and trinomial
- Determine how many solutions a polynomial equation has
- Determine the number of solutions from a graph.
- Solve the quadratic formula and understand the significance of the determinant
- Understand the meaning of an extraneous solution and how to find one

Prerequisites:

Pre-Algebra or teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

ALGEBRA II

MAT 6000, MAT 6005

Brief Course Overview:

This course examines real and complex number systems. Students will continue to use their Algebra I skills for a more in-depth study of linear and polynomial equations, inequalities, sequences, series, probability, and statistics. Students also will study rational, exponential, and logarithmic functions. Algebraic and graphic solutions are emphasized throughout the course. Questions that will guide learning throughout the year include: How can we use functions to model real-world situations? How are the solutions of an equation related to the graph of its associated function? What means can be used to solve equations of various functions?

Main Topics of Study:

- Foundations for Functions
- Absolute Value Functions
- Systems of Equations
- Quadratic Functions
- Polynomial Functions
- Exponential and Logarithmic Functions
- Rational and Radical Functions
- Radical Functions
- Sequences and Series
- Probability and Statistics

What are the Enduring Understandings of the course?

- Recognize quadratic, polynomial, exponential, logarithmic, rational and radical functions from the function definition rule and the graph of the function.
- Identify key components of graphs such as x- and y- intercepts, maximum and minimum values, axis of symmetry, and asymptotes
- Select the appropriate problem-solving techniques for factoring, square root property, quadratic formula, rational root theorem, properties of logarithms, graphing, and different types of word problems.
- Deconstruct word problems into usable information.
- Represent information in symbols, words, numbers, and graphs.
- Draw conclusions from results and justify reasoning with evidence.

Prerequisites:

Students must successfully complete Algebra 1 and Geometry.

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

HONORS ALGEBRA II

MAT 6100

Brief Course Overview:

Students will build on the foundation begun in Algebra 1 with a study of linear, quadratic, polynomial, exponential, logarithmic, and rational functions; sequences and series; and an introduction to conic sections. This course examines real and complex number systems. Algebraic and graphic solutions and critical thinking are emphasized throughout the course. The intention of the course is to prepare students for success in future Advanced Placement and International Baccalaureate mathematics courses. Questions that will guide learning throughout the year include: What is a function? How do you solve quadratic equations? What is a polynomial? How do you solve polynomial equations? How do you solve exponential and logarithmic equations? How do you solve rational equations? What are the recursive and explicit formulas for geometric/arithmetic sequences?

Main Topics of Study:

- Linear Function Topics (including Optimization with Linear Programming)
- Introduction to Transformations Using Linear Functions
- Quadratic Functions
- Polynomial Functions
- Exponential and Logarithmic Functions
- Rational and Radical Functions
- Sequences and Series
- Conic Sections

What are the Enduring Understandings of the course?

- Recognize quadratic, polynomial, exponential, logarithmic, rational, and radical functions from the function definition rule and the graph of the function
- Identify key components of graphs such as x- and y- intercepts, maximum and minimum values, axis of symmetry, and asymptotes
- Select the appropriate problem solving techniques for factoring, square root property, quadratic formula, rational root theorem, properties of logarithms, graphing, and for different types of word problems
- Deconstruct word problems into usable information.
- Represent information in symbols, words, numbers, and graphs
- Draw conclusions from results and justify reasoning with evidence

Prerequisites:

85% average for two trimesters in Geometry Honors and Algebra 1 and teacher recommendation, 93% average for two trimesters in Geometry and Algebra 1 and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

ADVANCED PLACEMENT CALCULUS AB

MAT 6200

Brief Course Overview:

This Advanced Placement course is designed to prepare students for college and for the AP Exam. The course includes the study of all basic concepts of calculus such as limits, derivatives of algebraic functions and their applications, definite and indefinite integrals, transcendental functions, integration by substitution, and volumes by revolution. Extensive attention to applications is an inherent part of the course. Questions that will guide learning throughout the year include: What is a limit? What is the relationship between the limit of a Riemann Sum and definite integrals? How can the Fundamental Theorem of Calculus represent integral defined functions? How can the integration of a rate of change determine total or accumulated change? How can integration help to find the volume of a solid?

Main Topics of Study:

- Functions, Graphs, and Limits
- Derivatives
- Integrals and The Fundamental Theorem of Calculus

What are the Enduring Understandings of the course?

- Work with functions represented in multiple ways: graphical, numerical, analytical, or verbal. Students should understand the connections among these representations.
- Understand the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve problems
- Understand the meaning of the definite integral as a limit of Riemann sums and as the net accumulation of change and use integrals to solve problems
- Understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus
- Determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement

Prerequisites:

- Language prerequisite: placement into College Prep English or IB English A or IB English B is required for this course.
- Successful completion of IB Pre-Calculus with an 85% average for two trimesters and teacher recommendation, or Calculus Honors, with a 93% average for two trimesters and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students completing an AP course at NBPS must take the end-of-year examinations.

Students will be charged the AP-issued examination fee.

MATHEMATICS

ADVANCED PLACEMENT CALCULUS BC

MAT 7200

Brief Course Overview:

This advanced placement course includes all basic concepts of calculus, such as limits, derivatives of algebraic functions and their applications, definite and indefinite integrals, transcendental functions, integration by substitution and by parts, and volumes by revolution. Furthermore, studies of polynomial approximations and series are examined. This course is designed to prepare the students for the Advanced Placement Exam. Extensive attention to applications is an inherent part of the course.

Main Topics of Study:

- Functions, Graphs, and Limits
- Derivatives
- Integrals and The Fundamental Theorem of Calculus
- Polynomial Approximations and Series

What are the Enduring Understandings of the course?

- Work with functions represented in multiple ways: graphical, numerical, analytical, or verbal. Students should understand the connections among these representations.
- Understand the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve problems.
- Understand the meaning of the definite integral as a limit of Riemann sums and as the net accumulation of change and use integrals to solve problems.
- Understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.

Prerequisites:

- Language prerequisite: placement into College Prep English or IB English A or IB English B is required for this course
- A passing score on the AP Calculus AB College Board examination and math teacher's recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students completing an AP course at NBPS must take the end-of-year examinations.

Students will be charged the AP-issued examination fee.

MATHEMATICS

ADVANCED PLACEMENT STATISTICS

MAT 7210

Brief Course Overview:

Brief Course Overview: This Advanced Placement course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data within the framework of four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns (Probability), and Statistical Inference. Questions that guide learning throughout the year include: How can we display and describe univariate data to tell a story? What is Normal? How can we describe, display, and evaluate relationships between variables? What is the difference between “good” data and “bad” data? What are the Chances? How do we estimate and express confidence in our estimates? In what way(s) can statistics help us learn about the world?

Main Topics of Study:

- Describing, Displaying, and Analyzing Univariate and Bivariate Data
- Describing Position within a Set of Data
- Experiment and Survey Design
- Probability, Randomness, and Random Variables
- Sampling Distributions
- Binomial, Geometric, Normal, t- and Chi-Squared Probability Distributions
- Inference: Confidence Intervals and Hypothesis Testing for Population Proportions, Means, and Bivariate Rates of Change

What are the Enduring Understandings of the course?

- Organize, summarize, and display data
- Analyze sources of data
- Assess bias
- Model data
- Linearize data
- Construct and evaluate estimates with margins of error
- Assess statistical claims

Prerequisites:

- Language prerequisite: placement into College Prep English or IB English A or IB English B;
- Successful completion of Pre-Calculus Honors with a Trimester 1 and 2 average of 93% or above and math teacher’s recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students completing an AP course at NBPS must take the end-of-year examinations.

Students will be charged the AP-issued examination fee.

MATHEMATICS

HONORS STATISTICS

MAT 7220

Brief Course Overview:

Honors Statistics is a CCSS-aligned course focused on statistical reasoning, data analysis, probability and inference. Students learn to interpret and model real-world data, design and critique data collection studies and justify conclusions using evidence and evaluate decisions using probability. Emphasis is placed on conceptual understanding, communication of reasoning and application.

In Honors Statistics, the Standards for Mathematical Practice are intentionally woven throughout the course to develop students' expertise in problem solving, reasoning and using evidence, communication, representation and making meaningful connections. Instruction and assessment also cultivate the strands of mathematical proficiency, specifically: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency and productive disposition. The aim is that students view statistics as a practical, sensible, useful and powerful tool for understanding and interpreting the world.

This course prepares students for college-level quantitative reasoning across disciplines.

Main Topics of Study:

- Exploring One-Variable Data: Distributions, center, spread, shape
- Exploring Two-Variable Data: Association, correlation, regression
- Designing & Evaluating Studies: Sampling, bias, experiments
- Probability & Simulation: Conditional probability, independence
- Sampling Distributions: Variability, informal inference
- Inference & Decision-Making: Confidence, margin of error, reasoning

What are the Enduring Understandings of the course?

- Data collection methods determine the credibility of conclusions.
- Variability is inherent in data and shapes how it must be analyzed.
- Distributions determine appropriate summaries and interpretations.
- Association does not imply causation.
- Statistical models simplify reality and rely on assumptions.
- Random processes exhibit predictable long-term behavior.
- Sample data allow inferences about populations, always with uncertainty.
- Statistical reasoning requires interpreting results in context and communicating them responsibly.

Prerequisites:

- Algebra 2 Honors with an 85% average for two trimesters or Algebra 2 with a 93% average for two trimesters and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics for Grade 12 only
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes

MATHEMATICS

CALCULUS

MAT 6700

Brief Course Overview:

This course is designed to develop a thorough understanding in the foundational topics of differential and integral calculus. Emphasis will be placed on limits, continuity, derivatives, and integrals of algebraic functions. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without the use of technology. Questions that will guide learning throughout the year include: How do we find the absolute/relative maximum or minimum both graphically and algebraically? What does the calculus concept of limit signify? How do we find the equation of a tangent line to a function at a given point? What sort of graphical information about a function can we determine from the sign of the first derivative at a point? What geometric concepts are associated with a definite integral? Since a definite integral is associated with a physical area, how can its value be zero or negative? How is the notion of a definite integral as an accumulator associated with a function defined by an integral?

Main Topics of Study:

- Limits and Their Properties
- Differentiation
- Applications of Differentiation
- Integration
- Logarithmic, Exponential, and Other Transcendental Functions

What are the Enduring Understandings of the course?

- Students will understand and use the limits theorems to find limits of complex functions.
- Students will use the power, quotient, sum, product and chain rules to find the derivatives of complex composite functions and use these rules appropriately while differentiating implicitly.
- Students will understand the nature and purpose of the equations for a function and its derivative in their algebraic and graphical representation and in the interplay between the two.
- Students vary techniques to find antiderivatives for a wide variety of functions.
- Students will approximate the area under curves by hand and via a calculator.

Prerequisites:

Pre-calculus with an 85% average for two trimesters and teacher recommendation.

Course Length:

Year

Meets NBPS Graduation Requirement?

Mathematics

Included in Bright Futures GPA calculation?

Yes

Included in NBPS GPA?

Yes

NCAA Core Class?

Yes

State University Core Class?

Yes

Students completing an AP course at NBPS must take the end-of-year examinations.

Students will be charged the AP-issued examination fee.

MATHEMATICS

HONORS CALCULUS

MAT 7110

Brief Course Overview:

This honors course is an introduction to calculus. The course is designed to prepare students for a college-level calculus course. The course includes a comprehensive review of the Pre-Calculus concepts used in Calculus. This course includes the study of all basic concepts of calculus, such as limits, derivatives of algebraic functions and their applications, definite and indefinite integrals, and integration by substitution. Attention to applications is an inherent part of the course. Questions that will guide learning throughout the year include: How does knowledge of parent functions and transformations help us analyze a graph? What does the calculus concept of limit signify? What Calculus tool is needed in order to write an equation of a tangent line to a function at a given point? What sort of graphical information about a function can we determine from the sign of the derivative at a point? How can we use the first derivative of a function to identify the nature of a critical value? Why do we need to sketch a function by using analytical tools when we have a graphing calculator available? What geometric concepts are associated with a definite integral? Since a definite integral is associated with a physical area, how can its value be zero or negative? How is the notion of a definite integral as an accumulator associated with a function defined by an integral? How can we use inverse function theory to find the derivative of $f(x) = e^x$ from our knowledge of the derivative of $g(x) = \ln(x)$? Why don't the right triangle trigonometric function definitions create a conflict with the unit circle trigonometric function definitions? How does our prior knowledge about the transformation of functions apply to the analysis of $y = A \sin B(x + C) + D$?

Main Topics of Study:

- Limits and Their Properties
- Differentiation
- Applications of Differentiation
- Integration
- Logarithmic, Exponential, and Other Transcendental Functions
- Applications of Integration
- Integrals and The Fundamental Theorem of Calculus
- Introduction to Trigonometry with Calculus

What are the Enduring Understandings of the course?

- Apply understanding of Limits and Their Properties to both Differentiation and Integration
- Transfer skills learned to solve applications of both Differentiation and Integration
- Use their knowledge of Logarithmic, Exponential, and Other Transcendental Functions as an integral part of their working with Calculus applications

Prerequisites:

- Successful completion of Pre-Calculus Honors with an 85 or above, Pre-Calculus with a 93 or above, and teacher recommendation

Course Length:

Year

Meets NBPS Graduation Requirement?

Mathematics

Included in Bright Futures GPA calculation?

Yes

Included in NBPS GPA?

Yes

NCAA Core Class?

Yes

State University Core Class?

Yes

MATHEMATICS

COLLEGE ALGEBRA WITH TRIGONOMETRY

MAT 7000, MAT 7005

Brief Course Overview:

This course is designed to ensure that students have a solid Algebra foundation before moving on to more abstract, higher-level mathematics courses. Trigonometric applications are examined to prepare students for Pre-Calculus. The course begins with the study of the real and complex number systems. Students then study functions, including notation, composition, shift, maximum and minimum, inverses, and polynomial functions. Trigonometric applications are examined. Questions that will guide learning throughout the year include: When will we need to use trigonometry in real life? Why aren't all numbers real numbers? What is the difference between exponential and logarithmic functions? How can we apply the graphs of functions to solve problems?

Main Topics of Study:

- Real and Complex number systems
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Sequences and Series
- Linear Equations and Systems
- Trigonometry

What are the Enduring Understandings of the course?

- Translate word problems into mathematical expressions or equations
- Manipulate algebraic expressions and solve equations
- Graph different types of functions
- Understand the relationship between a function's graph and its equation
- Model growth and decay and solve real-world problems involving trigonometry

Prerequisites:

Students must successfully complete Algebra 2 or Algebra 2 Honors

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

EXPLORATIONS IN DATA SCIENCES

MAT 6130

Brief Course Overview:

This course has the objective of helping students to see how mathematical ideas connect to their lives and will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more!

At the end of the course, students will have a portfolio of their data science work to showcase their newly developed abilities. The curriculum will be adaptable so that teachers can bring in datasets or use what is provided to find datasets most relevant to their students. It could lead to a pathway in calculus, statistics, data science, or other STEM or humanities subjects.

This course can be taken as an elective course alongside any course after Algebra 2.

Main Topics of Study:

- Data is Everywhere
- Using Data to Answer Questions
- Working with Data Analysis Tools
- Understanding Variability
- Communicating Results Using Data

What are the Enduring Understandings of the course?

- Recognize the presence and type of data in everyday life.
- Organize, display, create contemporary data visualizations, and meaningfully communicate data
- Investigate the reliability of sources of data and distinguish between reliable and questionable sources
- Use various measures and methods to summarize data
- Evaluate and apply data collection techniques

Prerequisites:

- Students must successfully complete Algebra 2 or Algebra 2 Honors
- Students must be entering grade 12

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

FINANCIAL LITERACY

MAT 6401, MAT 6402

Brief Course Overview:

Financial Literacy will focus on the individual and the interaction of the individual and the economic world. Students develop practical skills and knowledge to navigate their personal finances and better understand their role as consumers. Through a study of types of credit and debt, income, taxes, insurance, mortgages, and investments, students will become better equipped for the reality of adult responsibilities. The curriculum for this course incorporates aspects of classes created by the [Federal Reserve Bank of Dallas](#), as well as the [National Standards in K-12 Financial Literacy](#). Students may take this course for one trimester, two trimesters, or for the entire school year. It is designed to explicitly focus on experiential learning, whereby students learn key financial concepts by using them in real-world situations and simulations in and out of the classroom. Questions that will guide learning throughout the year include: How do you differentiate between needs and wants? What must the individual consider when establishing financial goals? How does the individual establish a stable financial background? How does the individual identify financial risks and opportunities?

Main Topics of Study:

- **SEMESTER 1**
 - Future Planning & Major Life Decisions
 - Career
 - Paying for College
 - Insurance
 - Buying a House
 - Investing
- **SEMESTER 2**
 - Financial Foundations
 - Behavioral Economics
 - Consumer Skills
 - Banking
 - Budgeting
 - Types of Credit Cards
 - Managing Credit
 - Taxes

What are the Enduring Understandings of the course?

- Short, medium, and long-term financial goals are specific, measurable, attainable, realistic, and time-based to allow individuals financial stability
- Employment not only leads to income but benefits that include health insurance contributions, retirement benefits, sick leave, vacation pay, flexible spending accounts, health saving accounts, workers compensation, life insurance, and disability insurance
- A budget that accounts for short- and long-term spending and financial goals allows individuals to track income and expenses in a way that protects them from unplanned spending
- Creating wealth and building assets is based on an understanding of financial literacy

Prerequisites: Students must be entering grades 11 or 12

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

MATHEMATICS

GEOMETRY

MAT 5000, MAT 5005

Brief Course Overview:

This course in Euclidean geometry includes the study of two- and three-dimensional figures, as well as perimeter, area, volume, and surface area formulas. Students learn to identify and use angle relationships, triangle congruence and similarity, and many other fundamental relationships. Throughout the course, algebra skills are required in solving specific problems. Questions that will guide student learning throughout the year include: What relationships exist between angles, arcs, and segments of circles? How can two-dimensional representations of three-dimensional objects be used to model and analyze real-world problems? How is the concept of area used in architecture and design? What relationships exist between triangles and quadrilaterals? How can triangles and their properties be used to model and analyze real-world situations? How are slopes, angles, transversals, and parallel lines necessary elements of architecture? How can transformations be described in the coordinate plane? How is measuring an angle similar to and different from measuring a line segment?

Main Topics of Study:

- Points, Lines, Planes and Angles
- Transformations
- Triangle Relationships
- Congruence and Similarity
- Trigonometry
- Quadrilaterals
- Circles
- Polyhedrons

What are the Enduring Understandings of the course?

- Identify, describe, and use the properties of geometric figures, including points, lines, planes, angles, circles, polygons, and polyhedrons
- Use perimeter, area, and volume to solve real-world problems
- Determine the congruence and similarities of figures and use them to solve real-world problems.
- Use trigonometric ratios to solve various real-world problems
- Justify solutions to problems

Prerequisites:

Students must successfully complete Algebra 1.

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

HONORS GEOMETRY

MAT 5100

Brief Course Overview:

This course explores Euclidean geometry and guides students to perform abstract and real-world problem-solving. The course begins with the “undefined terms” of points, lines, and planes, then extends to angles, triangles, polygons, circles, 2-dimensional and 3-dimensional figures, geometric reasoning, proofs, measurement, geometric probability, and right-angle trigonometry. Questions that guide learning throughout the year include: What are the essential building blocks of geometry? How are geometric figures classified? How are triangles and their properties used to model and analyze real-world situations? How can right-triangle side-length relationships be used to model and solve real-world problems? How do relationships between lines, angles, triangles, etc., help to calculate measurements? How are transformations described in the coordinate plane? What relationships exist between angles, arcs, and segments in circles? How is the concept of area used in architecture and design?

Main Topics of Study:

- Characteristics of geometric objects and figures.
- Formulas for circumference, area, volume, etc.
- Parallel, congruent, similar, proportional, and trigonometric ratio relationships.
- Reasoning and justification in logic statements and proofs.

What are the Enduring Understandings of the course?

- Analyzing geometrical diagrams and Theorems/Postulates/Corollaries to determine relationships between measurements
- Using Theorems/Postulates/Corollaries as justification to support statements in proofs
- Understand multiple representations (diagrams/graphs, symbolic language, verbal) in Theorems/Postulates/Corollaries
- Combining previous knowledge of algebraic problem solving and understanding of geometric relationships to solve problems, including real-world applications of geometric relationships
- Using reasonableness to evaluate results, especially with geometric objects and real-world measurements.
- Perseverance when problem solving.
- Self-editing to catch and correct errors

Prerequisites:

A minimum 85% average for two trimesters in Algebra 1 Honors or 93% or higher in Algebra 1, and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

IB MATH HL A&A YEAR 1 & 2

MAT 6310, MAT 7310

Brief Course Overview:

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Main Topics of Study: (SL 150 hours, HL 240 hours)

- Number and algebra
- Functions
- Geometry
- Trigonometry
- Statistics and probability
- Calculus
- Development of investigational, problem-solving and modeling skills

What are the Enduring Understandings of the course?

- Analysis and approaches and to Mathematics: applications and interpretation
- Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
- Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

Prerequisites:

- Language prerequisite: placement into College Prep English or IB English A or IB English B
- Sophomores with a minimum 85% average for two trimesters of IB Pre-Calculus or with a minimum of 85% average for two trimesters of AP Calculus AB & teacher recommendation
- Year 2: 85% average for two trimesters in IB HL Mathematics Analysis and Approaches (Year 1) and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB issued examination fee.

MATHEMATICS

IB MATH SL A&A YEAR 1 & 2

MAT 6300, MAT 7300

Brief Course Overview:

This is a course that caters to students in the IB program who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. Students will complete units involving advanced algebra, statistics, and calculus. The course requires the completion of the Internal Assessment, a mathematical exploration in the form of a paper on a topic of the student's choosing, and a comprehensive external exam covering topics from this course and Pre-calculus Honors. Questions that will guide learning throughout the year include: How can students use statistical concepts to make inferences about and draw conclusions from data? How can students synthesize content from previous mathematical knowledge and newly acquired understanding of calculus to solve increasingly complex problems?

Main Topics of Study:

- Pre-calculus topics
 - Functions and equations
 - Sequences and series
 - Circular functions and trigonometry
- Calculus (provides students with a working knowledge of the fundamentals of Calculus through a superficial coverage of theory and an emphasis on applications, introduction to limits)

What are the Enduring Understandings of the course?

- Students will understand the binomial theorem.
- Students will understand sequences and series.
- Students will prove theorems using deductive proofs.
- Students will learn key concepts of trigonometry and be able to graph trigonometric functions, solve trigonometric equations, and prove trigonometric identities. Students will understand trigonometric identities and how to apply them.
- Students will work with functions represented in multiple ways: graphical, numerical, analytical, or verbal. Students should understand the connections among these representations.

Prerequisites:

- Language prerequisite - placement into College Prep English or IB English A or IB English B
- Must be entering 11th grade with successful completion of Algebra 2 Honors with a 93% average for two trimesters and teacher recommendation
- Year 2: Must be entering 11th or 12th grade with successful completion of IB Pre-Calculus/ IB Mathematics Analysis and Approaches Year 1 with an 85% average for two trimesters and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB-issued examination fee.

MATHEMATICS

IB PRE-CALCULUS

MAT 6160

Brief Course Overview:

This is a course that caters to students in the IB program who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. Students will complete units involving advanced algebra, statistics, and calculus. The course requires the completion of the Internal Assessment, a mathematical exploration in the form of a paper on a topic of the student’s choosing, and a comprehensive external exam covering topics from this course and Pre-calculus Honors. Questions that will guide learning throughout the year include: How can students use statistical concepts to make inferences about and draw conclusions from data? How can students synthesize content from previous mathematical knowledge and newly acquired understanding of calculus to solve increasingly complex problems?

Main Topics of Study:

- **Number and Algebra**
 - Sequences and Series
 - Exponents and Logs
 - Binomial Theorem
 - Proofs
- **Functions**
 - Properties of Functions
 - Quadratics
 - Rational Functions
 - Exponent-Log Functions
 - Transformations
- **Geometry and Trigonometry**
 - 2D and 3D Geometry
 - Additional Trigonometry Topics (Law of Sines, Law of Cosines, DeMoivre’s Theorem, Polar form of Complex Numbers, Polar Coordinates, Polar Equations)
- **Circular Functions and Trigonometry (The Unit Circle, Trig Ratios, Trig Identities, Solving Trig Equations, Trigonometric Graphs)**
- **Calculus**
 - Limits (Evaluating and Limits at Infinity)
 - Tangent and Normal Lines

What are the Enduring Understandings of the course?

- Students will understand the binomial theorem.
- Students will understand sequences and series.
- Students will prove theorems using deductive proofs.
- Students will learn key concepts of trigonometry and be able to graph trigonometric functions, solve trigonometric equations, and prove trigonometric identities. Students will understand trigonometric identities and how to apply them.
- Students will work with functions represented in multiple ways: graphical, numerical, analytical, or verbal. Students should understand the connections among these representations.

Prerequisites:

- Language prerequisite- placement into College Prep English or IB English A or IB English B.
- Successful completion of Algebra 2 Honors with a 93% average for two trimesters and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students completing an IB course at NBPS must take and complete all internal and external examinations.

Students will be charged the IB-issued examination fee.

MATHEMATICS

PRE-CALCULUS

MAT 7010

Brief Course Overview:

This course utilizes the most important topics in Algebra 1, Geometry, and Algebra 2 to manipulate and apply more advanced functions and algorithms. The course focuses on an in-depth study of Trigonometry and Trigonometric Functions. This course of study is for students who are well-prepared for advanced mathematics and who will most likely go on to take higher-level mathematics courses. Questions that will guide learning throughout the year include: What are the principles for graph transformation? When should we apply the Law of Sines and the Law of Cosines? How can we apply the unit circle? What are the strategies to simplify trigonometric functions and verify trigonometric identities? How do we add, subtract, multiply, and find the magnitude of vectors algebraically? How do we prove that two vectors are perpendicular in a two-dimensional space and three-dimensional space?

Main Topics of Study:

- Systems of Linear Equations and Inequalities
- The Nature of Graphs
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- The Trigonometric Functions
- Graphs of Trigonometric Functions
- Trigonometric Identities and Equations
- Vectors and Parametric Equations
- Sequences and Series

What are the Enduring Understandings of the course?

- Understand how to simplify various types of math expressions.
- Understand all types of transformations, both algebraically and graphically, for linear, quadratic, polynomial, square root, absolute value, rational, greatest integer, exponential, logarithmic, and trigonometric functions.
- Use the Descartes rule of signs and the leading coefficient test to determine and solve the number of zeros.
- Understand the trigonometric identities can be written in multiple equivalent forms.
- Understand the difference between arithmetic and geometric sequences.
- Understanding limits is used to help understand the nature of a curve and its approach to a point.

Prerequisites:

Algebra 2 with an 85% average for two trimesters and teacher recommendation or College Algebra with Trigonometry with an 85% average for two trimesters and teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

MATHEMATICS

HONORS PRE-CALCULUS

MAT 7100

Brief Course Overview:

This course is designed to prepare students for a path into any of the following courses: IB Math A&A SL Year 1 or Calculus Honors. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Going beyond the basic understanding of Pre-Calculus College Prep, students should be able to apply the mathematical knowledge they have acquired to solve complex, realistic problems set in an appropriate context. This course caters to students who will expect to need a sound mathematical background as they prepare for future studies in subjects such as engineering, chemistry, economics, psychology, and business administration. Questions that will guide student learning throughout the year include: How do patterns of numbers progress? How many ways can something happen? What real-world concepts require us to understand algebraic concepts? What real-life phenomena can be modeled with trigonometric functions? How can various parent functions be transformed and used to model real-life phenomena?

Main Topics of Study:

- Trigonometric Functions
- Analytical Trigonometry
- Additional Trigonometry Topics (Law of Sines, Law of Cosines, DeMoivre’s Theorem, Polar form of Complex Numbers)
- Parametric Equations and Polar Coordinates
- Sequences and Series
- The Binomial Theorem
- Limits
- Number theory (combinations, permutations, and probability)
- Descriptive Statistics
- Polynomial functions
- Transformations of parent functions
- Logarithms
- Exponents
- Exponential growth and decay models
- Complex Numbers

What are the Enduring Understandings of the course?

- Students will understand how to adapt and apply their knowledge of basic transformations of functions (translations, dilations, and reflections)
- Students will understand a variety of trigonometric relationships and applications
- Students will be able to investigate mathematical concepts and relate them to real-world situations of a curve and its approach to a point

Prerequisites:

Algebra 2 Honors with an 85% average for two trimesters or Algebra 2 with a 93% average for two trimesters and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Mathematics
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES



NATURAL SCIENCES

CORE

[Biology](#)
[Biology Honors](#)
[IB Biology HL/SL](#)
[Chemistry](#)
[Chemistry Honors](#)
[Physics](#)
[Physics Honors](#)
[IB Physics HL](#)
[IB Physics SL](#)
[Environmental Science](#)

[Honors Environmental Science](#)
[IB Environmental Systems
and Societies SL/HL](#)

ELECTIVES

[Marine Biology \(grades 10, 11, & 12,
semesters\)](#)
[Forensic Science \(grades 11 & 12\)](#)
[Honors Anatomy and Physiology](#)
[Honors Science Research](#)
[Honors Neuroscience](#)
[Accelerated Science Research](#)
[AP Biology](#)

[AP Chemistry](#)
[AP Physics](#)
[Honors Medical Terminology](#)
[Embryology and Human Development](#)

NATURAL SCIENCES

BIOLOGY

SCI 4000, SCI 4005

Brief Course Overview:

This class is geared toward developing critical thinking skills within the context of the major pillars of biology. It offers a comprehensive exploration, ranging from the microscopic study of cells to the intricate interdependencies and relationships that define life throughout the biosphere. Students will actively engage in questioning, analyzing, and evaluating claims independently and collaboratively. Classroom activities include hands-on and virtual laboratory investigations, data analysis, projects, and presentations. Upon completion, students should be able to communicate evidence-based ideas clearly and concisely.

Main Topics of Study:

The main topics of study in this course are:

- The Science of Biology
- The Chemistry of Life
- Cell Structure & Function
- Cellular Energetics
- Cell Growth & Division
- Mendelian Genetics
- DNA Structure & Function
- Evolution
- Ecology

What are the Enduring Understandings of the course?

- Understand natural selection and its role in our understanding of the natural world.
- Understand the relationship between form and function.
- Appreciate the microscopic and molecular world that cannot be seen.
- Become functional users of the scientific method.
- Attain research and study skills with enduring positive impacts on student learning.

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

HONORS BIOLOGY

SCI 4100

Brief Course Overview:

This essential course is where students build a foundation for higher learning in the life sciences. The study and technical skills learned here will pave the way for great success in advanced science courses. Students are challenged to construct knowledge through research and laboratory work. By the end of the course, students will be fully functional users of the scientific method and conduct their own research independently. Their skill set will include the ability to set up and use spreadsheets to conduct descriptive and inferential statistical analyses, critically watch and learn from videos and science animations, and take notes and graphically organize notes in a meaningful way so that they may successfully complete written assessments. Questions that will guide learning throughout the year include: How do organisms survive and change? How can we use the scientific method to support our theories about life?

Main Topics of Study:

The main topics of study in this course are the Scientific Method, Evolution, and Cellular and Molecular Biology.

What are the Enduring Understandings of the course?

- Understand natural selection and its role in our understanding of the natural world
- Understand the relationship between form and function.
- Have an appreciation for the microscopic and molecular world that they cannot see
- Be functional users of the scientific method
- Attain research and study skills with enduring positive impacts on student learning

Prerequisites:

Students must earn a minimum final average of 93% in a CP course or 85% in an honors course to be recommended for Honors coursework the following year.

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

IB BIOLOGY SL/HL

SCI 6300

Brief Course Overview:

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Main Topics of Study:

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Evolution and Biodiversity
- Human Physiology
- Plant Biology
- Metabolism, Respiration, and Photosynthesis
- Nucleic Acids and Protein Synthesis
- Biotechnology and Bioinformatics
- Immunology

What are the Enduring Understandings of the course?

- Analyze complex biological processes and systems at molecular, cellular, and organism levels.
- Design and conduct independent investigations using appropriate scientific methodologies.
- Evaluate the role of biology in addressing global challenges such as sustainability and health.
- Demonstrate a critical understanding of the interconnections between biology and other scientific disciplines.
- Develop effective communication skills for presenting scientific concepts and research findings.

Prerequisites:

- Year 1 SL 93% or higher in prior honors science course with teacher recommendation
- Year 1 HL 95% or higher in prior honors science course with teacher recommendation
- Year 2 85% or higher in year 1

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

CHEMISTRY

SCI 5000, SCI 5015 (*Lighthouse Point Academy*)

Brief Course Overview:

This is an introductory chemistry course and fulfills the requirement for high school chemistry. The curriculum is centered around matter and its interactions/changes. Students will explore these topics in a student-centered classroom with hands-on laboratory activities to supplement the learning experience. Questions that will guide learning throughout the year include: How is conservation of matter demonstrated in the use of resources? How are models and theories useful in explaining and predicting the behavior of different types of matter? How do we describe chemical behavior in aqueous solutions? How can the physical properties of petroleum be explained by its molecules and their interactions? What evidence led to a modern understanding of the composition of the atom and its relation to nuclear radiation? What role does nitrogen chemistry play in agriculture?

Main Topics of Study:

- Matter, atomic structure, and periodicity
- Chemical bonding and intermolecular forces
- The mole, stoichiometry, and gas laws
- Aqueous solutions, acids, and bases
- Applied chemical reactions, nuclear reactions, and energy

What are the Enduring Understandings of the course?

- Chemical elements are the building blocks of matter and these atoms do NOT change in reactions
- The macroscopic properties of materials can be explained by the structure and arrangement of the atoms that compose them
- Changes in matter involve the rearrangement of atoms and/or the transfer of electrons

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

HONORS CHEMISTRY

SCI 5100

Brief Course Overview:

Chemistry Honors is a challenging course focusing on inorganic chemistry. Material is presented in a variety of ways, including hands-on laboratory investigations, group projects, and traditional lectures. This course has a stronger emphasis on quantitative reasoning and covers more material at a faster pace than College Preparatory Chemistry. A variety of assessment techniques are utilized to address all learning styles. Completion of Chemistry Honors prepares students for Honors and IB Physics, as well as AP Chemistry.

Questions that will guide learning throughout the year include: How can one explain the structure, properties, and interactions of matter? How can the scientific method be used to solve a practical problem in chemistry with precision? How are scientific ideas developed? How can a physical change be distinguished from a chemical change? How can the characteristics of an element be determined by its location on the periodic table? What are the differences in bonding and properties of metallic, ionic, and covalent substances? How do we apply the law of mass conservation to balance chemical equations? What is the pH scale, and how is it interpreted? What is the kinetic molecular theory, and how can it be used to explain the behavior of gases? What does “like dissolves like” mean in terms of solubility? What is the difference between an endothermic and an exothermic reaction? What are some factors that influence the rate of a reaction?

Main Topics of Study:

- Scientific Measurement and Calculations
- Atomic Structure
- The Periodic Table
- Nuclear Chemistry
- Chemical Bonding
- Chemical Reactions
- Stoichiometry
- Gas Laws
- Electrochemistry and Thermochemistry
- Acids and Bases

What are the Enduring Understandings of the course?

- Chemistry plays a huge role in our daily lives, from the medications we take to the energy that powers our homes.
- The periodic table provides an ordered arrangement of all the known chemical elements and allows us to make predictions about the chemical and physical properties of these elements.
- The properties of compounds can be predicted based on the structure and arrangement of the atoms that are present and the types of bonds that connect them.
- Enthalpy and entropy are the driving forces that help us predict whether chemical reactions will occur or not.
- Chemical reactions involve the rearrangement of atoms and electrons to create new compounds

Prerequisites:

Students must earn a minimum final average of 93% in a CP course or 85% in an honors course to be recommended for Honors coursework the following year.

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

PHYSICS

SCI 6000, SCI 6015 (*Lighthouse Point Academy*)

Brief Course Overview:

Physics is part of the natural science course curriculum. It describes and explains interactions of material objects on microscopic and macroscopic scales. It describes these interactions in terms of forces, energy, momentum, and other derived quantities. Physics explains phenomena affecting us at every moment. Emphasis is on understanding basic concepts of physics through experimentation and mathematical manipulation. Students will also explore practical applications of physics in everyday life.

Questions that will guide learning throughout the year include: Why/ how do people study physics? How can we describe the natural world around us in terms of physics? How can we prove properties of physics observed in nature using mathematics and scientific terminology?

Main Topics of Study:

- **Review of measurement and the SI system:**
 - Accuracy vs. Precision, Orders of magnitude and estimation, Basic math, and exponents. Graphical representation of data
- **Mechanics:**
 - General forces: 1-dimensional motion, Newton’s laws of motion, Work, Impulse, Momentum, Collisions, Work, Energy,
- **Waves:**
 - Sound, light, interactions of waves with matter
Electrostatics, DC circuits, Magnetism

What are the Enduring Understandings of the course?

- A better appreciation for how the world functions in terms of laws of Physics
- Lab skills (Experimental design, including ability to define laboratory procedures, data collection and analysis)
- How to interpret and communicate the results of scientific investigations.
- Increased problem-solving skills and mathematical proficiency
- Increased collaborative skills

Prerequisites:

Algebra 1 and Geometry

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

HONORS PHYSICS

SCI 6100

Brief Course Overview:

Honors Physics is a math-intensive course. Working with equations and solving for unknown variables are key skills that are used throughout the course. Laboratory activities are an important component of honors physics. In these labs, experimental design and proper technique will be practiced along with safety and data gathering. Lab reports will demonstrate mastery levels of these skills as well as the ability to communicate effectively. Questions that will guide learning throughout the year include: How can Motion be described? How far could the biggest artillery cannon fire? Why do you put your arms out when you want to balance on something? Why is it better to land in a net rather than on a hard surface? Just why is the sky blue?

Main Topics of Study:

- Kinematic Motion in one and two dimensions
- Vectors
- Newton’s Laws of Motion
- Gravity
- Torque and Moment of Inertia
- Linear Momentum and Collisions
- Work, Power, and Energy
- Simple Harmonic Motion
- Waves, Light, and Optics

What are the Enduring Understandings of the course?

- A better appreciation for how the world functions.
- Lab Skills (Experiment design, data collection, and analysis)
- How to interpret and communicate the results of scientific experiments
- Increased problem-solving skills and mathematical proficiency

Prerequisites:

Algebra and geometry. Students must earn a minimum final average of 93% in a CP course or 85% in an honors course to be recommended for Honors coursework the following year.

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

IB PHYSICS SL/HL

SCI 6110, SCI 7120, SCI 7320

Brief Course Overview:

IB Physics HL is a two-year program that explores the interaction between science knowledge, experimental science, and the use of science in the world community. The HL Physics course is designed to prepare students well for the demands of university calculus-based courses in physics. The core topics covered in HL are the same as in the SL level course, plus extensions in-depth into selected areas of The IB Diploma Programme physics course exposes students to the most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques through lab work while also developing their math skills through analysis and theoretical application. Throughout this challenging college-level course, students become aware of how scientists work and communicate their ideas to the world. They also discuss current work being done and the ethics or politics that drive science.

Questions that will guide learning throughout the year include:

- What tools can be used to measure and explain the relationships we examine?
- What is the relationship between matter and energy in the universe?
- What is the process of science, and how is it communicated?

All first-year students are expected to participate in the required IB Group IV project, which typically occurs on a Saturday in the Spring.

This course is useful for students who want to go into a science, engineering, or architecture major at University. During the year, one portion of the students will work to develop their lab skills and complete one independent lab by the end of the year. This is to prepare for Year 2 when one of the students' two independent labs will be sent to the IB for grading.

Main Topics of Study:

- **YEAR 1**
 - Measurement and uncertainties
 - Newtonian Motion (including circular motion)
 - Thermal Energy
 - Oscillations and waves
 - Electrical circuits
- **YEAR 2**
 - E&M fields
 - Particle Physics
 - Power Generation and Environmental Physics
 - Astrophysics

What are the Enduring Understandings of the course?

- Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- Provide a body of knowledge, methods and techniques that characterize science and technology
- Enable students to apply and use a body of knowledge, methods, and techniques that characterize science and technology
- Develop an ability to analyze, evaluate, and synthesize scientific information
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities

Prerequisites:

Language prerequisite: placement into College Prep English or IB English A or IB English B Course Prerequisites: 90% or better in an honors level science course with teacher

recommendation and a math level of Algebra II or above.

Year 1 SL 93% or higher in prior honors science course with teacher recommendation; HL 95% or higher in prior honors science course with teacher recommendation

Year 2 85% or higher in year 1

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

This is a two-year IB course with required formal assessments and end-of-course exams.

Students enrolled in AP and IB courses will be assessed a fee associated with each course to cover the cost of external examination.

NATURAL SCIENCES

ENVIRONMENTAL SCIENCE

SCI 7340, SCI 7350 (Honors), SCI 7015 (*Lighthouse Point Academy*)

Brief Course Overview:

This one-year lab/field science course explores topical environmental problems from a global perspective. The goal is to provide students with a coherent perspective on the interrelationships between environmental systems and societies, enabling them to adopt an informed personal response to a wide range of pressing environmental issues they will encounter throughout their lifetimes. This honors-level course requires students to utilize skills from multiple disciplines, including lab skills, math applications, research, and essay writing.

Questions that will guide learning throughout the year include:

- What strengths and weaknesses of the systems approach and the use of models have been revealed through this topic?
- What value systems are at play in the causes and approaches to resolving the issues addressed in this topic?
- How are the issues addressed in this topic relevant to sustainability or sustainable development?

Main Topics of Study:

- Foundations of Environmental Science
- Ecology
- Biodiversity and Conservation
- Agriculture
- Freshwater Resources and Water Pollution
- Waste Management
- Atmospheric Pollution and Climate change
- Energy resources

What are the Enduring Understandings of the course?

The specific aims of this course are to:

- Promote understanding of environmental processes at a variety of scales, from local to global.
- Provide a body of knowledge, methodologies, and skills to analyze environmental issues at local and global levels.
- Enable students to apply the knowledge, methodologies, and skills gained.
- Promote critical awareness of a diversity of cultural perspectives.
- Recognize the extent to which technology plays a role in both causing and solving environmental problems.
- Appreciate the value of local and international collaboration in resolving environmental problems.
- Acknowledge that environmental issues may be controversial and provoke a variety of responses.
- Understand that human society is both directly and indirectly linked to the environment at multiple levels and scales.

Prerequisites:

- Strong reading comprehension and writing skills (ESOL III or above)
- Students must earn a minimum final average of 93% in a CP course to be recommended for Honors coursework the following year.
- Science teacher's recommendation

Course Length:	1 Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

NATURAL SCIENCES

IB ENVIRONMENTAL SCIENCES SL/HL

SCI 6400, SCI 7400, SCI 7450

Brief Course Overview:

IB Environmental Sciences is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere, and lithosphere. Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it. [The full course guide can be found here.](#)

Main Topics of Study:

1. Foundation (Perspectives, Systems, Sustainability)
2. Ecology
3. Biodiversity and Conservation
4. Water
5. Land
6. Atmosphere and Climate Change
7. Natural Resources
8. Human Populations and Urban Systems

Higher level (HL) Lenses

- HL.a Environmental Law
- HL.b Environmental Economics
- HL.c Environmental Ethics

Experimental Programme

- Practical work
- Collaborative Sciences Project
- Individual Investigation

What are the Enduring Understandings of the course? Students will:

- Understand how the biosphere, atmosphere, hydrosphere, and lithosphere are interconnected and influence one another.
- Explore the effects of human activity on environmental systems and the resulting socio-environmental challenges.
- Recognize how environmental systems evolve over time and vary across different regions of the world.
- Examine potential adaptations and mitigation efforts that human societies and natural systems may undertake in response to environmental changes.
- Consider strategies for sustainable development and the role of societies in securing a balanced future for human and environmental health.
- Apply analytical and problem-solving skills to address complex environmental issues and propose informed solutions.

Prerequisites:

- Year 1 SL 93% or higher in prior honors science course with teacher recommendation
- Year 1 HL 95% or higher in prior honors science course with teacher recommendation
- Year 2 85% or higher in year 1

Course Length:

2 years

Meets NBPS Graduation Requirement?

Natural Science

Included in Bright Futures GPA calculation?

Yes

Included in NBPS GPA?

Yes

NCAA Core Class?

Yes

State University Core Class?

Yes

MARINE BIOLOGY

SCI 7011, SCI 7012

Brief Course Overview:

Marine Biology builds upon foundational biology concepts and examines the physical, chemical, and biological processes of marine environments with an emphasis placed upon ecological relationships, organism diversity, and human–ocean interactions. This two-semester elective can be taken over one semester, or consecutively as a yearlong course. Marine biology focuses on scientific inquiry through laboratory, project based, and hands on learning experiences.

Semester One focuses on the physical and ecological foundations of marine systems, including oceanographic research methods, ecosystem services, organism distribution, and abiotic and biotic factors. Laboratory investigations include seawater properties and ocean acidification, plankton identification, microscopy, and data analysis.

Semester Two centers on marine biodiversity and ecosystem structure through the study of invertebrates, fishes, reptiles, birds, mammals, coral reefs, and deep sea communities, with attention to classification, evolutionary adaptations, and species interactions. Laboratory and applied learning activities include hydra microscope analysis, fish anatomy and dissections labs, dichotomous key activities, and ecosystem based projects.

Main Topics of Study:

Semester 1: Dynamic Marine Environments

- Introduction to Marine Science
- Ocean's Impact on Weather & Climate
- Ocean Zones
- Properties of Water
- Plate Tectonics
- Ocean Formation
- Air and Sea Interactions
- Earth cycles & systems
- Waves
- Tides and Currents
- Coastal Dynamics
- Conservation

Semester 2: Marine Life & Biodiversity

- Marine Biodiversity
- Ecosystem Health
- Marine Populations
- Adaptations
- Marine Habitats
- Marine Ecosystems
- Food Webs and Energy Transfer
- Marine Relationships
- Human Impact on Marine Life
- Pollution
- Conservation

What are the Enduring Understandings of the course?

- Life is connected to the ocean
- The sea influences global climate and wind patterns
- Biological and physical factors are interconnected
- All organisms are connected to their environment and interdependent upon one another
- Ecosystems share a similar interdependence and interconnectedness with each other

Prerequisites: Grades 10, 11, or 12

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

FORENSIC SCIENCE

SCI 4010

Brief Course Overview:

In this class, we will study the scientific methods and technologies used by investigators who solve problems, mysteries, and crimes. Although there are no prerequisites, this class will address disturbing topics related to crimes and criminal behavior and is intended for mature learners. Questions that will guide learning include: How has forensic science evolved over the course of history? How does evidence collected from a crime scene help law enforcement solve crimes? How is a crime scene processed? What types of physical evidence are found at a crime scene, and how are they analyzed? How can forensic scientists use trace evidence to explain what happened at a crime scene?

Main Topics of Study:

- Science and tools,
- Careers as a forensic scientist,
- Analysis of a crime scene, evidence collection, blood detection & identification, document analysis
- DNA Fingerprinting
- Criminal profiling
- Drug Identification
- Arson,
- Entomology and identity theft.

What are the Enduring Understandings of the course?

- The science of forensics is a specific approach to scientific investigation
- Forensic Science involves many different disciplines. It incorporates many science subjects such as biology, chemistry, physics, entomology, and other disciplines such as law and public law enforcement
- The foundation of forensic science is scientific inquiry: develop explanations for events, test proposed explanations, and provide new insights based on the tests
- Human behaviors and the motivating factors behind them are diverse and understanding these behaviors presents a stimulating challenge to the forensic scientist

Prerequisites: Grades 11 or 12

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes Elective

HONORS ANATOMY AND PHYSIOLOGY

SCI 7130

Brief Course Overview:

Honors Anatomy and Physiology is a dynamic, practical, and interactive course intended to further the academic development of students interested in sciences, life sciences, or health sciences such as medicine, dentistry, nursing, occupational and physical therapy, as well as bioengineering and medical technology. Laboratory experiences ensure that students are provided with a framework of advanced skills in scientific inquiry, reasoning, and data analysis. Questions that will guide learning include: How does the human body maintain homeostasis? What is the relationship between structure and the function of the human organ systems in regulating body processes? What are the causes and treatments of disease processes in human body systems?

Preserved specimen dissection is a requirement of the course.

Main Topics of Study:

- Organization of the Human Body: Cell, Tissues, Organs, Systems.
- Integumentary System
- Skeletal System
- Muscular System
- Endocrine System
- Nervous System
- Cardiovascular System
- Lymphatic and Immune systems
- Digestive System and Nutrition
- Urinary System and Electrolyte balance
- Reproductive System

What are the Enduring Understandings of the course? Students will:

- All levels of organization are interdependent.
- Organismic and organ levels of organization depend on cellular and molecular processes
- Homeostasis is the basis of all physiological processes in the body
- Organ systems are interdependent and tightly connected
- Aging, disease, and genetic conditions interrupt the homeostatic balance in the body

Prerequisites:

Good reading comprehension and writing skills (above ESOL 2 or above) are required for this course, **together with** the completion of one year of Biology or Chemistry.

Students must earn a minimum final average of 93% in a CP course to be recommended for Honors coursework the following year.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS SCIENCE RESEARCH

SCI 5240

Brief Course Overview:

This course is designed to provide students with an opportunity to study any science topic of personal interest. The main aim of the course is to provide students with guidance in developing a year-long research project that culminates with a thesis defense and thesis paper. This one-year course provides students with a less structured class period each day to think and problem-solve freely and share ideas and intellectual curiosities with other like-minded individuals. This is the one course where each individual student decides what he or she wants to learn. Assessments include discussion and written reports with due dates prescribed by the students themselves. There are no tests or quizzes in this course, and the amount of independent practice is up to the student’s discretion. In short, students set their learning goals and the dates by which they need to achieve those goals. In addition to the required thesis paper and defense, students may also choose to prepare their work for science competitions or publication. AP weighting is possible in this course.

Main Topics of Study:

Each student will choose his/her own topic of study. Students may study anything that can be put to the rigors of the scientific method. Thus topics in Biology, Chemistry, Physics, Environmental Science, Sports, Psychology, Mathematics, and Education are all valid topics of study.

What are the Enduring Understandings of the course? Students will:

Students will know how to conduct a literature review, identify a scientific question, write a valid hypothesis, design an experiment to test said hypothesis, analyze the data, draw conclusions, and write a thesis paper. They will also know how to prepare a thesis defense and present their research in a public forum.

Prerequisites:

Minimum one year of any of the following sciences: Biology, Chemistry, or Physics

Students must earn a minimum final average of 93% in a CP course to be recommended for Honors coursework the following year.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS NEUROSCIENCE

SCI 6700

Brief Course Overview:

This year-long course is designed to provide students with experience in neuroscience. Students will explore a number of experiments or simulations throughout the year. These experiments will explore the following concepts: sensation, how neurons communicate, brain injury, and brain-computer interfaces.

These topics will increase the students’ understanding of how the human brain interacts with its environment, a better understanding of biology, and serve as an introduction to a rapidly growing field of science. Furthermore, students will also be introduced to cutting edge technologies like optogenetics, CRISPR, and brain-computer interfaces.

By the end of this course, students will have the skills and content and be able to:

Efficiently communicate neuroscience concepts to a member of the general public, read and understand concepts covered in review articles written by leaders in the field of neuroscience, and evaluate the credibility of information from various sources relevant to topics in neuroscience.

Main Topics of Study:

- Brain Basics (how the brain works)
- The Developing Brain Infant, Child & Adolescent Brain
- The Body in Balance
- Senses and Perception
- Learning, Memory & Emotions
- Thinking, Planning & Language
- Psychiatric Disorders
- Addiction
- Injury & Illness

What are the Enduring Understandings of the course? Students will:

- Understand the complexity of the human brain.
- Understand how neurons communicate.
- Understand how your brain processes information.
- Understand how experience shapes your brain.
- Understand how your brain reasons, problem-solves, and plans.
- Understand the power of language and how it has impacted our world.
- Understand how the brain is the source of human curiosity.
- Understand how research can benefit human health.

Prerequisites:

- Completed: Biology and Chemistry courses (College Prep, Honors, AP)
- Students must earn a minimum final average of 93% in a CP course to be recommended for Honors coursework the following year.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

ACCELERATED SCIENCE RESEARCH

SCI 5210

Brief Course Overview:

Accelerated Science Research is a second-year course designed to provide students with an opportunity to further investigate any science topic of personal interest. The main aim of the course is to provide students with guidance in continuing their previous year’s research or investigating a new problem. This one-hour course provides students with a less structured class period each day to think and problem-solve freely and share ideas and intellectual curiosities with other curious individuals. This is the one course where each student decides what they want to learn. Assessments include discussion and written reports. There are no tests or quizzes in this course, and the amount of independent practice is at the students’ discretion. In short, students set their learning goals and the dates by which they need to achieve those goals with guidance from an instructor. In addition to the required thesis paper and public defense, students will prepare their work for at least one science competition.

Main Topics of Study:

- Personal Research Topic Selection
- Research Methodology
- Problem-Solving and Critical Thinking
- Independent Learning and Time Management
- Scientific Communication
- Participation in Science Competitions
- Peer Discussions and Feedback
- Public Speaking and Presentation Skills

What are the Enduring Understandings of the course? Students will:

The specific aims of this course are to:

- Understand how to conduct a literature review, synthesize information, and construct a concise scientific question
- Write a hypothesis and design an experiment to test the said hypothesis
- Collect and analyze data
- Write clearly and concisely (and construct a thesis paper)
- Learn how to present scientific knowledge (conduct a 30–45-minute thesis defense)
- SOLVE PROBLEMS

Prerequisites:

- Honors independent Research and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students will need a laptop or IPAD daily to access primary and literature primary sources available in databases.

ADVANCED PLACEMENT BIOLOGY

SCI 5200

Brief Course Overview:

The AP Biology course is a dynamic, high-paced, theoretical, and practical course designed to be equivalent to a two-semester college introductory biology course. The course includes a weekly laboratory session that includes experimental design, experimental procedures, evaluation, and a conclusion. AP Biology includes all the topics regularly covered in a college biology course and differs from the standard-based high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work performed by students, and the time and effort required of the students. The textbook used by AP Biology is also used by college biology majors, and the labs done by AP students are equivalent to those done by college students. AP Biology is a course that aims to provide students with advanced skills in scientific inquiry, reasoning, experimental design, data analysis, and the connection of all the conceptual framework and factual knowledge to deal critically with the rapidly changing science of biology. Questions that will guide learning include: How does the process of evolution explain the diversity and unity of life? How do biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis? How do living systems store, retrieve, transmit, and respond to information essential to life processes?

Main Topics of Study:

- Biostatistics,
- Cell Biology
- Molecular biology
- Genetics
- Evolution
- Plant physiology
- Human Physiology (only Nervous System, Endocrine system and Immune System)
- Ecology

What are the Enduring Understandings of the course? Students will:

- **EVOLUTION:** Mechanisms of changing populations of organisms over time
- **CELLULAR BIOLOGY AND BIOCHEMISTRY:** Mechanisms that biological systems use to collect free energy for molecular building, growth, for reproduction, and to maintain homeostasis
- **GENETICS AND MOLECULAR BIOLOGY:** Mechanisms that living systems use to store, retrieve, and transmit information essential for life processes
- **BIOLOGICAL INTERACTIONS AND ECOLOGY:** Processes involving biological systems interaction and their properties
- **SCIENTIFIC METHOD AND EXPERIMENTAL DESIGN:** Processes involved in scientific inquiry and the search of accurate information from nature.

Prerequisites:

Strong reading comprehension and writing skills (above ESOL 3 or above) are required for this course, together with an 95% or better in Honors Biology or 85% in AP or IB SCIENCE course. Also required a science teacher's recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

All students registered in the course are expected to sit for the College Board Advanced Placement Biology Exam given at the end of the year, which has a separate registration fee.

ADVANCED PLACEMENT CHEMISTRY

SCI 6200

Brief Course Overview:

AP Chemistry is a second year chemistry course and DOES NOT fulfill the requirement for high school chemistry; it counts as an elective course. The curriculum is centered around six big ideas as defined in the revised [AP Chemistry Course Description](#), which was updated in 2013. Students will explore these topics in a student-centered classroom with hands-on laboratory activities to supplement the learning experience. Questions that will guide learning include: What rules govern the behavior of matter? How does matter change during chemical reactions? How can we control or regulate these changes?

Main Topics of Study:

- Thermodynamics
- Aqueous Reactions
- The Mole and Stoichiometry
- Redox
- Periodicity
- Gas Laws
- Intermolecular Forces
- Kinetics & Equilibrium
- Acid-Base Equilibrium

What are the Enduring Understandings of the course? Students will:

There are six Big Ideas for this course outlined by the College Board in the [AP Chemistry Course Description](#).

- **Big Idea 1:** Chemical elements are fundamental building materials of matter, and all matter can be understood in terms of the arrangement of atoms. These atoms retain their identity in chemical reactions
- **Big Idea 2:** Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- **Big Idea 3:** Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons
- **Big Idea 4:** Rates of chemical reactions are determined by details of the molecular collisions
- **Big Idea 5:** The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter
- **Big Idea 6:** Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations

Prerequisites:

Strong reading comprehension and writing skills (above ESOL 3); One year of chemistry; teacher recommendation; 93% in honors science class or 85% in AP science classes.

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

This course culminates in the AP Chemistry examination which, is generally the first AP exam in May.

It is required for AP Chemistry students to take the AP Chemistry exam which, has a registration fee.

ADVANCED PLACEMENT PHYSICS C

SCI 7210

Brief Course Overview:

Mechanics is a calculus-based introductory college-level physics course. Students will cultivate a deep understanding of the foundational principles that shape classical mechanics through inquiry-based investigations, problem-solving, and the application of calculus.

Students will explore topics including:

- Kinematics
- Forces and Translational Dynamics
- Work, Energy, and Power
- Linear Momentum
- Torque and Rotational Dynamics
- Energy and Momentum of Rotating Systems
- Oscillations

The course will challenge students to develop their reasoning skills, enabling them to analyze and solve complex physical scenarios, design and conduct experiments, and articulate their findings both verbally and in written form.

Main Topics of Study:

AP Physics C Mechanics covers Kinematics; Newton’s Laws of Motion; Work, Energy, and Power; Systems of Particles and Linear Momentum; Circular Motion and Rotation; and Oscillations and Gravitation.

What are the Enduring Understandings of the course?

- Fields existing in space, such as electric, gravitational, and magnetic, can be used to explain interactions
- The interactions of an object with other objects can be described by forces
- Interactions between systems can result in changes in those systems
- Changes that occur as a result of interactions are constrained by conservation laws such as conservation of charge, energy and /or momentum

Pre-requisites:

- Strong reading comprehension and writing skills (above ESOL 3) are required for this course
- AP Calculus AB or IB Math HL Year 1 concurrent or above
- One year prior experience with physics with 93% in honors physics or 85% in another AP science course
- Teacher Recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	Natural Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS MEDICAL TERMINOLOGY

SCI 4131

Brief Course Overview:

This course introduces students to the language of medicine through a systematic study of medical terminology used across health, biological, and biomedical sciences. Emphasis is placed on understanding word roots, prefixes, suffixes, and abbreviations related to anatomy, physiology, pathology, diagnostics, and clinical practice. Students develop the ability to interpret and accurately use medical language, strengthening their comprehension of advanced science coursework and preparing them for inquiry-based and applied scientific learning.

Main Topics of Study:

- Structure of medical language (prefixes, roots, suffixes)
- Anatomical and directional terminology
- Body systems terminology
- Medical abbreviations and symbols
- Introduction to pathology, diagnostics, and procedures
- Medical communication and documentation basics

What are the Enduring Understandings of the course?

- Understand how medical terminology is constructed and interpreted
- Accurately use medical language in written and oral contexts
- Apply terminology to anatomical and physiological systems
- Strengthen scientific literacy and precision in communication
- Build foundational language skills for advanced science and inquiry

Pre-requisites:

Enrollment in or successful completion of Honors Biology. Open to 9th and 10th graders only.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

EMBRYOLOGY AND HUMAN DEVELOPMENT

SCI 4232

Brief Course Overview:

This course explores human development from fertilization through birth, with emphasis on embryological processes, genetic regulation, and the formation of organ systems. Students examine normal and abnormal development, integrating biological principles with ethical considerations and scientific inquiry. The course emphasizes developmental sequences, structure–function relationships, and the application of scientific reasoning to real-world biological questions.

Main Topics of Study:

- Gametogenesis and fertilization
- Early embryonic development
- Cell differentiation and tissue formation
- Organogenesis and fetal development
- Genetic and environmental influences on development
- Congenital anomalies and developmental disorders
- Ethical considerations in developmental biology

What are the Enduring Understandings of the course?

- Understand the stages and mechanisms of human development
- Analyze how genetic and environmental factors influence development
- Apply scientific reasoning to developmental case studies
- Recognize the relationship between structure and function in developing systems
- Develop ethical awareness related to human development and research

Pre-requisites:

Honors Biology (completed or concurrent enrollment); Completed Honors Medical Terminology with 85% or higher. Open to 9th and 10th graders only.

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

SOCIAL SCIENCES



SOCIAL SCIENCES

CORE

AP Human Geography
AP US Government
AP US History
AP World History
Economics
Human Geography
International Relations
US History
World History
AP Psychology
General Psychology
Honors Economics
Honors Human Geography
Honors International Relations
Honors World History

Honors US History

IB Economics SL/HL Year 1 & 2

IB Global Politics SL/HL Year 1 & 2

ELECTIVES

IB Business Management SL Year 1 & 2
Holocaust Studies
Fundamentals of Law
Honors Legal Perspectives: Life, Liberty and Ethical Issues
Honors Criminal and Civil Law
International Entrepreneurship
Principles of Business
Principles of Marketing
Honors Novice Debate
Honors Varsity Debate

GRADUATION REQUIREMENT

Leadership: Decisions and Dialogue

FUTURE OFFERS

Principles of Finance
Honors Global Development
Global Diplomacy
Honors Eagle Law Review

HUMAN GEOGRAPHY

SOC 4000, SOC 4005

Brief Course Overview:

Human geography is one of the two major branches of geography (versus physical geography). In this course, students will have the opportunity to study human relationships and the impact these relationships have had on people, societies, and the physical and cultural landscape. In this course, students will build learning skills through a range of assignments and assessments. Students will face a mixture of traditional content summative assessments, research-based writing assignments, current events-based short-written reports, and graphic and technologically designed projects. It is an excellent foundation course, introducing students to a wide range of concepts related to history, sociology, and psychology that will be valuable for their social science experience here at North Broward. Questions that will guide learning throughout the year include: What is Human Geography? Can the world support a growing population of 11 billion people? How do languages change over time? What is the cultural impact of Globalization? What are the advantages and disadvantages of migration? How has the spread of religion changed the cultural landscape? How do you identify yourself? What makes a country a country?

Main Topics of Study:

- Map Skills - Analyzing different types of maps, including physical, political, and thematic maps
- Settlement and Movement of People - Push and Pull Factors
- Race and Personal Identity - Race, Ethnicity, and Gender Issues
- Language -Development of languages and their diffusion across geographies
- Religions - Beliefs, holidays, and history of world religions
- Globalization - Interconnectedness of geographies and the effect on cultures
- Urban environments - Urban planning and sustainability

What are the Enduring Understandings of the course?

- Students should come away with an understanding of basic geographical terminology and the ability to use that terminology in context.
- Students should be able to use maps and images to reveal patterns or trends that may not otherwise be apparent.
- Students should be able to synthesize population statistics and develop valid conclusions.
- Students should be able to assess concepts (language, culture, religion) to form relationships and connections as to how these concepts play out in everyday life.

Prerequisites:

Students must be in 9th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students enrolled in AP and IB courses will be assessed a fee associated with each course to cover the cost of external examinations.

HONORS HUMAN GEOGRAPHY

SOC 4100

Brief Course Overview:

Human Geography is often defined as the systematic “*study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface.*” But what does this actually mean? Simply put, Human Geography is the study of human relationships and the impact these relationships have had on people, societies, and the physical and cultural landscape. Human Geography is an excellent foundation course. It encompasses aspects of history, sociology, and psychology, which will prove valuable as the student progresses through their social science experience here at North Broward. Many of the topics are project-based in nature. In addition, a case study of the Cambodian Genocide will introduce students to colonialism, forced migration, and genocide.

Questions that will guide learners throughout the year include: What is the why of where in Human Geography? What are the five themes of Human Geography? How are culture, religion, language, and identity related? How has migration affected the geographical distribution of human phenomena across the globe?

Main Topics of Study:

Topics include, but are not limited to:

Population Studies:

- crude birth and death rates
- density versus distribution

Migration:

- involuntary and voluntary
- migration waves and historical patterns
- Case Study on the Cambodian Genocide

Culture:

- local versus popular
- culture and identity
- Pop Culture Project!

Religion:

- major world religions
- aspects of religion and identity
- extremism
- Religion Game Project

Language:

- families and categories of
- language development
- dialects
- place names

Globalization:

- networks
- state relationships
- development levels
- shifting centers of manufacturing
- historical patterns

What are the Enduring Understandings of the course?

- The ‘why of where’ is the most basic of questions when studying the human experience
- The realization is that we are all members of the human experience and that these experiences affect us on a daily basis
- Language, religion, culture, and identity are inseparable

- Migration patterns have affected the global distribution of various phenomena
- The global system has one major market and division of labor
- All states interact within that system, which is inherently unequal
- An understanding of geographical terminology with the ability to use that terminology in context
- An ability to synthesize population statistics and develop valid conclusions
- An ability to assess concepts (language, culture, religion) to form relationships and connections as to how these concepts play out in everyday life

Prerequisites:

Students must be in 11th or 12th grade. Students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior honors level social science course
- have earned a 93% or better in the prior college preparatory level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ADVANCED PLACEMENT HUMAN GEOGRAPHY

SOC 4200

Brief Course Overview:

The AP Human Geography course is the equivalent of a one-semester college-level introductory social science course. It is appropriate for proactive and self-directed freshmen who are up for the challenge of an accelerated course of study. This course will prepare students for the annual AP Exam. For more information on the AP program, please visit the College Board website.

Human Geography is concerned with the systematic “study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface.” Human Geography, therefore, is the study of human relationships and the impact these relationships have had on people, societies, and the physical and cultural landscape. Human Geography is an excellent foundation course. It encompasses aspects of history, sociology, and psychology which will prove invaluable as the student progresses through their social science experience here at North Broward.

Please note there is a fee associated with each AP course to cover the cost of the external examination, which is separate from the final course grade.

Questions that will guide learners throughout the year include: What are the five themes of human geography? How has migration influenced the global distribution of human phenomena? How can one use population data and statistics to measure a country’s level of development? What is the construct of the global system, and how does it affect states? How are religion, culture, language, and identity related?

Main Topics of Study:

Population Studies:

- crude birth and death rates
- population pyramids and the Demographic Transition Model

Migration:

- involuntary and voluntary
- migration waves and historical patterns

Culture:

- local versus popular
- culture and identity
- global homogeneity

Religion:

- major world religions
- aspects of religion and identity
- extremism

Language:

- families and categories
- language development
- dialects and place names

Urbanization:

- The Formation of Cities
- factors affecting urban growth and development
- urban geographers and their respective models

Globalization:

- networks
- state relationships
- development levels
- shifting centers of manufacturing
- historical patterns

What are the Enduring Understandings of the course?

- The ‘why of where’ is the most basic of questions when studying the human experience
- The realization is that we are all members of the human experience and that these experiences affect us on a daily basis
- Language, religion, culture, and identity are inseparable.
- Migration patterns have affected the global distribution of phenomena

- The world has one major market and division of labor
- The global system benefits each state unequally
- Each state in the global system, are at different developmental levels.

Prerequisites:

Students must be in 9th grade. Strong reading comprehension and writing skills (above ESOL 3). Prior social science teacher’s recommendation and have earned an 93% or better in the prior honors-level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam Students Must Pay for Exam	

Please note there is a fee associated with each AP course to cover the cost of the external examination.

WORLD HISTORY

SOC 5000, SOC 5005

Brief Course Overview:

World History is a survey course that follows the major themes and patterns that emerge over the span of recorded human history. Throughout the year, students will study the eras that brought about the Modern World of today. Students enrolled in the class study environmental, cultural, political, scientific, artistic, and social history since 1200 CE. Students will be given opportunities to make creative connections across content areas while practicing historical research and presentation skills. Students will also participate in an ongoing discussion of current events in order to recognize the continuation of the very same themes and patterns evident in the course content. Questions that will guide learning throughout the year will include: How do states build and maintain empires? How does trade encourage cultural exchange? What is the role of religion in shaping the modern world? How does exchange between cultures encourage the development of new ideas?

Main Topics of Study:

- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures
- State-Building, Expansion, and Conflict

What are the Enduring Understandings of the course?

Students will be able to:

- Formulate an argument in response to a historical question
- Locate and properly cite reliable academic sources
- Interpret historical artifacts and primary sources
- Construct a properly written historical essay

Prerequisites:

Students must be in 10th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS WORLD HISTORY

SOC 5100

Brief Course Overview:

Honors World History is a comprehensive survey course that addresses all facets of political, economic, religious, social, and cultural life in multiple geographic realms across the last 800 years of human history. Students will develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. The course emphasizes problems of interpretation and types of historical evidence contextualized by relevant factual knowledge. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Questions that will guide learning throughout the year will include: How do states build and maintain empires? How does trade encourage cultural exchange? What is the role of religion in shaping the modern world? How does exchange between cultures encourage the development of new ideas?

Main Topics of Study:

- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures
- State-Building, Expansion, and Conflict

What are the Enduring Understandings of the course?

Students will be able to:

- formulate an argument in response to a historical question
- locate and properly cite reliable academic sources
- interpret historical artifacts and primary sources
- conduct a long-term research project involving primary and secondary sources
- utilize advanced library research techniques
- present findings through a formal research paper and presentation

Prerequisites:

Students must be in 10th grade. Students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior honors level social science course
- have earned a 93% or better in the prior college preparatory level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ADVANCED PLACEMENT WORLD HISTORY

SOC 5200

Brief Course Overview:

AP World History is a challenging, college-level course taught to high school students to develop their critical thinking and writing skills, enhance their understanding of the world around them and the processes and changes that created it, and develop an appreciation of the commonalities and differences among human societies. With this in mind, the course focuses on developing both specific factual knowledge and analytical skills. Students enrolled in the class study environmental, cultural, political, scientific, artistic, and social history since 1200 CE. Throughout the course, analysis of conflicting interpretations and historical evidence will be particularly important, as will change and continuity over time. Besides examining these issues in class, students will practice writing essays focused on the comparison of historical issues and changes over time. The course will not just prepare students for the AP exam or for further study but for an ever-changing, increasingly interconnected future. Questions that guide study in this course include: How do states build and maintain empires? How does trade encourage cultural exchange? What is the role of religion in shaping the modern world? How does exchange between cultures encourage the development of new ideas?

Main Topics of Study:

Interaction Between Humans and the Environment

- Demography and disease
- Migration
- Patterns of settlement

Development and Interaction of Cultures

- Religions, belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

State-Building, Expansion, and Conflict

- Political structures and forms of governance
- Nations, nationalism, revolts and revolutions
- Regional, transregional, and global structures and organizations

Creation, Expansion, and Interaction of Economic Systems

- Agricultural, pastoral, and industrial production
- Trade, commerce, and Labor systems
- Capitalism and socialism

Development and Transformation of Social Structures

- Family, kinship, gender roles, and relations
- Racial and ethnic constructions
- Social and economic classes

What are the Enduring Understandings of the course?

Students will be able to:

- Identify similarities and differences between civilizations
- Explain the origins of similarities and differences between civilizations
- Identify changes and continuities over time
- Explain the origins of changes and continuities over time
- Express analysis in writing
- Read, comprehend, and explain primary and secondary sources
- Explain and discuss the origins and developments of civilization

Prerequisites:

Students must be in 10th grade. Furthermore, all students must have obtained the prior social science teacher's recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior accelerated level social science course and passed the externally assessed exam
- have earned a 95% or better in the prior honors-level social science course
- Language prerequisite: placement into College Prep English or IB English A or IB English B

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam	
Student Must Pay for Exam	

Students enrolled in AP and IB courses will be assessed a fee associated with each course to cover the cost of external examinations.

UNITED STATES HISTORY

SOC 6600, SOC 6605

Brief Course Overview:

US History is a year long course for eleventh and twelfth-grade students. Using a thematic approach, the course examines the development of the United States. The emphasis of the course will be to utilize the themes to develop historical thinking skills that include chronological reasoning (historical causation, continuities and changes over time, periodization), interpretation of documents (written - primary and secondary sources - and visual - pictures, political cartoons, maps, graphs, etc.), comparison, contextualization, and argumentation. Research methods, primary source analysis, and presentations of original student work are expected focuses of daily classroom instruction. Questions that will guide learning throughout the year include: How have ideas about American national identity developed and changed over time? How was the American political system and government formed and developed? How have patterns of exchange and markets influenced the US economy? How do religion, the arts and sciences, and group identity shape US culture and society? How do immigration and migration impact American life? How is the US influential in and influenced by world affairs?

Main Topics of Study:

- Migration and Settlement
- Exchange and Technology
- American Identity
- Politics and Power
- America in the World
- Ideas, Beliefs, and Culture

What are the Enduring Understandings of the course?

By the end of this course, students will be able to:

- Conduct research and present information through a variety of projects and essays
- Analyze primary and secondary sources for purpose, point of view, context, and intended audience
- Explain the origins and development of American identity, economics, culture, diplomacy, politics, and social dynamics and apply this knowledge to contemporary America

Prerequisites:

Students must be in 11th or 12th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ECONOMICS

SOC 6500

Brief Course Overview:

The aim of this course is to facilitate an understanding of the principles and concepts of economics as they apply to the functioning of economic systems as a whole and as they apply to individual decision-makers, such as students. Students engage in experiential learning so that they can connect abstract concepts to tangible experiences. Questions that will guide learning throughout the year include: How is an economy a natural phenomenon? How is an economy the result of scarcity? How is an economy the result of human behavior? How can competition affect market structure? When should a government regulate competition? How can businesses and labor best achieve their goals? How can you make the most of your money?

Main Topics of Study:

- Microeconomics
- Macroeconomics
- Global Economics
- Development Economics
- Personal Finance

What are the Enduring Understandings of the course?

- An economy is a natural phenomenon based on the result of scarcity and human behavior.
- An economy shapes the development of civilization as governments determine the most efficient ways to manage people’s wants and needs.
- All economies are regulated to some degree, and understanding those regulations is key for the success of any business or individual.
- The economic power of the individual is based on global, national, and local interactions.

Prerequisites:

Students must be in 11th or 12th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

Students enrolled in AP and IB courses will be assessed a fee associated with each course to cover the cost of external examinations.

GENERAL PSYCHOLOGY

SOC 5010

Brief Course Overview:

The General Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Some of the subfields that will be studied are biology, cognition, sociology, personality, and research. They also learn about the ethics and methods psychologists use in their science and practice. Questions that will guide learning throughout the year include: Why is Psychology considered a science? What is to be learned by the study of human and animal behavior? Why are psychologists interested in studying gender differences? How does the brain affect our behavior?

Main Topics of Study:

- History, Approaches, and Research Methods
- Biological Bases of Behavior
- Sensation, Perception, and States of Consciousness
- Learning and Cognition
- Motivation and Emotion
- Social Psychology
- Abnormal Behavior and Treatment

What are the Enduring Understandings of the course?

- Explore how psychologists and studies have shaped the field.
- Understand and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.
- Students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate

Prerequisites:

Students must be in 10th, 11th, or 12th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science for grades 11-12 only
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes

INTERNATIONAL RELATIONS

SOC 7015

Brief Course Overview:

International Relations will provide students with a much more comprehensive understanding and appreciation of the globalized world and the different countries, actors, and events that shape the geopolitical landscape. While the United States will inevitably be a central figure, this close will focus more specifically on international relations between state and non-state actors such as individuals, states, NGOs, IGOs, multinational corporations, and other political and militaristic bodies. Students will be exposed to and analyze global issues as well as theorize solutions to those problems. Students will be assessed in a variety of ways, including papers, projects of assorted mediums, debates, and other forms of discourse.

Main Topics of Study:

Students will be exposed to contemporary global political events, actors, and problems of the 21st Century. Students will have a broader understanding of the world around them and be faced with lessons rooted in global perspectives and voices. Course content will include studies of Gender, Identity, Power, Sovereignty, Legitimacy, Interdependence, Human Rights, Justice, Liberty, Equality, Development, Globalization, Inequality, Sustainability, Peace, Conflict, Violence, and Non-violence. Units will include Power, Human Rights, Development, and Conflict.

What are the Enduring Understandings of the course?

- The globalized world has created a complex system of interdependent states.
- International Relations must navigate a host of interrelated factors regarding power relationships and perceptions of the state.
- Global politics occur on a spectrum of theaters ranging from global to local.
- Global politics are driven by an intricate collection of historical causal relationships.
- All analyses of global politics must account for the inherent biases in perspective caused by the various political and social contexts.

Prerequisites:

Students must be in 11th or 12th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS UNITED STATES HISTORY

SOC 6630

Brief Course Overview:

Honors U.S. History is a year long course for eleventh and twelfth-grade students. Using a thematic approach, the course examines the development of the United States. The course will differentiate in rigor from CP US History in terms of workload, pace, and assessment frequency. The emphasis of the course will be to utilize the themes to develop historical thinking skills that include chronological reasoning (historical causation, continuities and changes over time, periodization), interpretation of documents (written - primary and secondary sources - and visual - pictures, political cartoons, maps, graphs, etc.), comparison, contextualization, and argumentation. Research methods, primary source analysis, and presentations of original student work are expected focuses of daily classroom instruction. Questions that will guide learning throughout the year include: How have ideas about American national identity developed and changed over time? How was the American political system and government formed and developed? How have patterns of exchange and markets influenced the U.S. economy? How do religion, the arts and sciences, and group identity shape U.S. culture and society? How do immigration and migration impact American life? How is the U.S. influential in and influenced by world affairs?

Main Topics of Study:

- Migration and Settlement
- Exchange and Technology
- American Identity
- Politics and Power
- America in the World
- Ideas, Beliefs, and Culture

What are the Enduring Understandings of the course?

Students will be able to...

- conduct research and present information through a variety of projects and essays
- analyze primary and secondary sources for purpose, point of view, context, and intended audience
- explain the origins and development of American identity, economics, culture, diplomacy, politics, and social dynamics and apply this knowledge to contemporary America

Prerequisites:

Students must be in 11th or 12th grade. Students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior honors level social science course
- have earned a 93% or better in the prior college preparatory level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS ECONOMICS

SOC 6530

Brief Course Overview:

The aim of this course is to facilitate an understanding of the principles and concepts of economics as they apply to the functioning of economic systems as a whole and as they apply to individual decision-makers. Questions that will guide learning throughout the year include: How is an economy a natural phenomenon? How is an economy the result of scarcity? How is an economy the result of human behavior? How can competition affect market structure? When should a government regulate competition? How can businesses and labor best achieve their goals? How can you make the most of your money? Students who take this course at the Honors level can expect assessments to utilize a more critical lens and highly developed skills and should begin the class with comprehension, application, and analysis skills.

Main Topics of Study:

- Microeconomics
- Macroeconomics
- Global Economics
- Development Economics

What are the Enduring Understandings of the course?

- An economy is a natural phenomenon based on the result of scarcity and human behavior.
- An economy shapes the development of civilization as governments determine the most efficient ways to manage people’s wants and needs.
- All economies are regulated to some degree, and understanding those regulations is key to the success of any business or individual.
- The economic power of the individual is based on global, national, and local interactions.

Prerequisites:

Students must be in 11th or 12th grade. Students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- Have earned an 85% or better in the prior honors level social science course
- Have earned a 95% or better in the prior college preparatory level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS INTERNATIONAL RELATIONS

SOC 7015

Brief Course Overview:

International Relations will provide students with a much more comprehensive understanding and appreciation of the globalized world and the different countries, actors, and events that shape the geopolitical landscape. While the United States will inevitably be a central figure, this close will focus more specifically on international relations between state and non-state actors such as individuals, states, NGOs, IGOs, multinational corporations, and other political and militaristic bodies. Students will be exposed to and analyze global issues as well as theorize solutions to those problems. Students will be assessed in a variety of ways, including papers, projects of assorted mediums, debates, and other forms of discourse.

Main Topics of Study:

Students will be exposed to contemporary global political events, actors, and problems of the 21st Century. Students will have a broader understanding of the world around them and be faced with lessons rooted in global perspectives and voices. Course content will include studies of Gender, Identity, Power, Sovereignty, Legitimacy, Interdependence, Human Rights, Justice, Liberty, Equality, Development, Globalization, Inequality, Sustainability, Peace, Conflict, Violence, and Non-violence. Units will include Power, Human Rights, Development, and Conflict.

What are the Enduring Understandings of the course?

- The globalized world has created a complex system of interdependent states.
- International Relations must navigate a host of interrelated factors regarding power relationships and perceptions of the state.
- Global politics occur on a spectrum of theaters ranging from global to local.
- Global politics are driven by an intricate collection of historical causal relationships.
- All analyses of global politics must account for the inherent biases in perspective caused by the various political and social contexts.

Prerequisites:

Students must be in 11th or 12th grade. Students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior honors level social science course
- have earned a 93% or better in the prior college preparatory level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

ADVANCED PLACEMENT UNITED STATES HISTORY

SOC 6200

Brief Course Overview:

The AP U.S. History course is designed to provide students with the analytical skills and enduring understanding necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Questions that will guide learning throughout the year include: How have ideas about American national identity developed and changed over time? How was the American political system and government formed and developed? How have patterns of exchange, labor systems, and markets influenced the U.S. economy? How do religion, the arts and sciences, and group identity shape U.S. culture and society? How do immigration and migration impact American life? How did geography and the environment affect the development of the U.S.? How is the U.S. influential in and influenced by world affairs?

The AP U.S. History is designed to prepare students for the AP exam that takes place in May. The test assesses students ability to assess sources for purpose, intended audience, point of view, and context, essay writing skills, and content knowledge.

Main Topics of Study:

- American and National Identity
- Work, Exchange, and Technology
- Migration and Settlement
- Politics and Power
- America in the World
- Geography and the Environment
- Culture and Society

What are the Enduring Understandings of the course?

By the end of this course, students will be able to:

- Conduct research and present information through a variety of projects and essays
- Analyze primary and secondary sources for purpose, point of view, context, and intended audience
- Explain the origins and development of American identity, economics, culture, diplomacy, politics, and social dynamics and apply this knowledge to contemporary America

Course Resources

[Syllabus](#)

Prerequisites:

Students must be in 11th or 12th grade. Strong reading comprehension and writing skills (above ESOL 3) are required for this course. Furthermore, all students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- Have earned an 85% or better in the prior accelerated level social science course and passed the externally assessed exam
- Have earned a 95% or better in the prior honors-level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam	
Student Must Pay for Exam	

Please note there is a fee associated with each AP course to cover the cost of the external examination.

ADVANCED PLACEMENT PSYCHOLOGY

SOC 6210

Brief Course Overview:

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Some of the subfields that will be studied are biology, cognition, sociology, personality, and research. They also learn about the ethics and methods psychologists use in their science and practice. The course ends with the final exam covering all subjects in May. Questions that will guide learning throughout the year include: Why is Psychology considered a science? What is to be learned by the study of human and animal behavior? Why are psychologists interested in studying gender differences? How does the brain affect our behavior?

Main Topics of Study:

- History, Approaches, and Research Methods
- Biological Bases of Behavior
- Sensation, Perception, and States of Consciousness
- Learning and Cognition
- Motivation, Emotion, and Personality
- Social and Developmental Psychology
- Testing and Individual Differences
- Clinical Psychology (Mental Illness and Therapy)

What are the Enduring Understandings of the course?

- Explore how psychologists and studies have shaped the field
- Understand and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology
- Students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate

Prerequisites:

Students must be in 10th, 11th, or 12th grade. Strong reading comprehension and writing skills (above ESOL 3) are required for this course. Furthermore, all students must obtain the prior social science teacher’s recommendation and approval from their English teacher. They also must meet one or more of the following criteria:

- Have earned an 85% or better in the prior accelerated level social science course and passed the externally assessed exam
- Have earned a 93% or better in the prior honors-level social science course
- Alternatively, students may enroll in this course with the permission of the instructor

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Science for grades 11-12 only
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam	
Student Must Pay for Exam	

ADVANCED PLACEMENT UNITED STATES GOVERNMENT

SOC 7200

Brief Course Overview:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Main Topics of Study:

- Foundations of American Democracy
- Interactions Among the Branches of Government
- Civil Liberties and Civil Rights
- American Political Ideologies and Beliefs
- Political Participation

Required Readings and Supreme Court Cases

- The Declaration of Independence
- The Articles of Confederation
- Federalist No. 10
- Brutus No. 1
- Federalist No. 51
- The Constitution of the United States
- Federalist No. 70
- Federalist No. 78
- “Letter from Birmingham Jail”
- Marbury V. Madison (1803)
- McCulloch V Maryland (1819)
- Schenck v United States (1919)
- Brown v Board of Education (1954)
- Baker v Carr (1961)
- Engel v Vitale (1962)
- Gideon v Wainwright (1963)
- Tinker v Des Moines Independent Community School district (1969)
- New York Times Company v. United States (1971)
- Wisconsin v. Yoder (1972)
- Roe v Wade (1973)
- Shaw v. Reno (1993)
- United States v. Lopez (1995)
- McDonald v. Chicago (2010)
- Citizens United v. Federal Election Commission (FEC) (2010)

What are the Enduring Understandings of the course?

BIG IDEA 1: CONSTITUTIONALISM

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

BIG IDEA 2: LIBERTY AND ORDER

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

BIG IDEA 3: CIVIC PARTICIPATION
IN A REPRESENTATIVE DEMOCRACY

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking

and assume citizens will engage and participate

BIG IDEA 4: COMPETING POLICYMAKING INTERESTS

Multiple actors and institutions interact to produce and implement possible policies.

BIG IDEA 5: METHODS OF POLITICAL ANALYSIS

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Prerequisites:

Recommended for 12th graders but 11th graders will be considered. College level reading comprehension and writing skills (above ESOL 3) are required for this course. Furthermore all students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior accelerated level social science course and passed the externally-assessed exam
- have earned a 93% or better in the prior honors level social science course

Course Length:	Year
Meets NBPS Graduation Requirement?	Yes
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam	
Student Must Pay for Exam	

IB ECONOMICS SL/HL YEAR 1 AND 2

SOC 6510, SOC 6520, SOC 7510, SOC 7520

Brief Course Overview:

IB Economics emphasizes theories of microeconomics, which deals with economic variables affecting individuals, firms, and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not studied in a vacuum—rather, they are applied to real-world ethical issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability.

The course aims to develop international perspectives, foster a concern for global issues, and raise students’ awareness of their own responsibilities at local, national, and international levels. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

The internal assessment, completed at the end of junior year, allows students to apply these concepts and skills to real-world situations that are developing today.

Questions that will guide the study throughout the year include: What are the factors that influence consumer and producer behavior? How do we measure overall economic activity? How do we use economic indicators to predict economic trends? What are the effects of public policy on the economy? Why do countries trade?

Main Topics of Study:

- **Microeconomics**
 - Competitive markets: demand and supply
 - Elasticity
 - Government intervention
 - Market failure
 - Theory of the Firm and Market Structures (HL only)
- **Macroeconomics**
 - The level of overall economic activity
 - Aggregate demand and aggregate supply
 - Macroeconomic objectives
 - Fiscal policy
 - Monetary policy
 - Supply-side policies

What are the Enduring Understandings of the course?

- Economists use models to simulate real-world situations
- Economics is the study of human decision-making in the face of resource scarcity.
- Trade is an essential aspect of economic prosperity.
- In order to flourish, economies must grow in a sustainable way.

Prerequisites:

Students must be in 11th grade. Students must have obtained the prior social science teacher’s recommendation and meet one or more of the following criteria:

- have earned an 85% or better in the prior honors-level social science course
- have earned a 93% or better in the prior college preparatory level social science course
- have earned an 85% in year 1 to enter year 2

Course Length:	Year
Meets NBPS Graduation Requirement?	Social Sciences
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB GLOBAL POLITICS SL/HL YEAR 1 AND 2

SOC 6310, SOC 6320, SOC 7310, SOC 7320

Brief Course Overview:

The twenty-first century is characterized by rapid change and increasing interconnectedness, impacting people in unprecedented ways and creating complex global political challenges. The core units of the course together make up a central unifying theme of “people, power, and politics.” The course explores politics at a state level and also explores the function and impact of non-state actors, communities, and individuals. The concept of power is also emphasized as being particularly crucial to understanding the dynamics and tensions of global politics. The course enables students to critically engage with new perspectives and approaches to politics in order to better make sense of this changing world and their role in it as active citizens. Essential questions at the heart of the course include: How might globalization impact the notion of identity or sovereignty? To what extent does globalization change the interdependence of states? What is the inter-relationship between the global stage and the local stage?

Main Topics of Study:

Relevant contemporary global political case studies will be examined through the concepts of - Gender, Identity, Power, Sovereignty, Legitimacy, Interdependence, Human Rights, Justice, Liberty, Equality, Development, Globalization, Inequality, Sustainability, Peace, Conflict, Violence, Non-violence

What are the Enduring Understandings of the course?

- The globalized world has created a complex system of interdependent states
- International Relations must navigate a host of interrelated factors regarding power relationships and perceptions of the state
- Global politics occur on a spectrum of theatres ranging from global to local
- Global politics are driven by an intricate collection of historical causal relationships
- All analyses of global politics must account for the inherent biases in perspective caused by the various political and social contexts

Prerequisites:

Students must be in 11th or 12th grade. Strong reading comprehension and writing skills (above ESOL 3) are required for this course. Students must have obtained the prior social science teacher’s recommendation, continue in the IB Diploma Program, and meet one or more of the following criteria:

- have earned an 85% or better in the prior accelerated level social science course and passed the externally-assessed exam
- have earned a 93% or better in the prior honors level social science course

Course Length:	Two Years
Meets NBPS Graduation Requirement?	Social Science
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam Student Must Pay for Exam	

Students are required to complete an internal assessment (a 2000-word essay) along with an externally-assessed oral presentation of about ten minutes. Students are also required to sit for their IB Global Politics examination in May of their Senior year.

HOLOCAUST STUDIES

SOC 6610, SOC 6620 (HONORS)

Brief Course Overview:

Brief Course Overview: This course explores the history of the Holocaust and Contemporary Antisemitism, both globally and domestically. Students will explore the Weimar Republic and Hitler’s precipitous and dramatic rise to and consolidation of power from the end of the First World War. Students will closely examine and comprehend all of the factors and forces that transformed Germany into a murderous Nazi state. Beyond this, students will critically examine the evolution of the Holocaust from anti-Jewish policies in Nazi Germany to the establishment of concentration camps and ghettos, the conceptualization and implementation of the Final Solution in Europe, and forms of Jewish resistance and liberation. Guiding questions will include: what were the origins of the Holocaust? Why do genocides occur? Why do perpetrators support genocide, and why do bystanders ignore genocide?

Main Topics of Study:

- Introduction – Defining the Holocaust
- Exploration of victims, perpetrators, bystanders and rescuers
- End of WWI and Weimar Germany
- The Fall of the Weimar Republic
- Hitler and Nazi Ideology - Nazi Antisemitism and Nazi hierarchy
- Gleichschaltung – Forced Coordination of German Society 1933-1939
- The Outbreak of the Second World War and the establishment of the Ghettos
- Life in the ghettos
- The Holocaust by Bullets to Wannsee
- The Final Solution and Reinhard Camps
- Resistance and Reinhard Camps
- Auschwitz
- The Auschwitz Album
- Destruction of Hungarian Jews
- The Allies and Auschwitz Liberation
- The Legacy of the Holocaust and Holocaust Denial in the Far Right
- Contemporary Antisemitism in the Far Left

Students will be able to:

- Understand the antecedents to the Holocaust, from the character of the Weimar Republic in Germany to the rise to power of Adolf Hitler
- Analyze and comprehend the inextricable connection between the hate-filled Nazi ideology and contemporary Antisemitism and connections between hateful ideologies and other genocidal campaigns in history
- Learn about and explain the transformation of Germany into a Fascist state
- Develop a greater awareness of the persecution and isolation of German Jews between 1933-1939
- Analyze and understand the various stages of the Final Solution, including ghettos, camps, resistance, annihilation
- Explore the role(s) of victims, perpetrators, bystanders and

- rescuers
- Engage in enlightened discussions about the legacy of the Holocaust, Holocaust denial, and contemporary Antisemitism

Prerequisites: Open to 10th - 12th graders. Honors level requires teacher recommendation and 85% in previous Honors Social Science course or 93% in previous Social Science course.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	Yes
State University Core Class?	No

INTERNATIONAL ENTREPRENEURSHIP

SOC 4040

Brief Course Overview:

The International Entrepreneurship program drives learners to answer the three fundamental questions that every individual needs to be capable and competent in answering: Who are you? What can you do? How do you prove it? The curriculum guides learners to continue to investigate their answers to these questions by taking advantage of opportunities to take action, take risks, experience failure, and learn from those experiences. Answering these questions enables learners to achieve the three program outcomes of Empowerment, Wellness, and Performance. These outcomes are communicated through the learner’s market-ready portfolio, which makes the learner’s development as someone who acts independently and is aligned with the markets transparent. Year One of the curriculum is designed based on a series of market-based tasks that teachers guide students through, and they are connected to the daily use of their International Entrepreneurship technology platform, which gives them access to curriculum resources and market-based resources. By the time the students reach Year Four, they will be autonomous in their learning, but autonomy is not a common experience in school, so students need to develop the skills to thrive in an autonomous environment. This is why Year One provides the right amount of structure to introduce a level of independence for the students that is not overwhelming. Each task is based on the International Entrepreneurship model, which means each task is founded on skill-based learning. It is the process of mentoring the development of skills within students. The first year focuses on the first three layers of the model: The Environments, the Five Pillars of Assessment, and the LEARN Stage. Students are working towards proficiency in the skills of time management, structured problem-solving, public speaking, adaptability, learning agility, research literacy, comprehension, innovation, project management, self-discipline, risk-taking, influence, digital etiquette, communication across mediums, proactivity, data analysis, digital literacy, conflict management, financial literacy, and modeling. Students have the opportunity to submit for Market-Ready Certification 1: Competitive Entry Level Employability through their International Entrepreneurship technology platform.

Main Topics of Study:

- Students learn to pitch through understanding the power of self and the importance of self-branding.
 - Students learn how to build effective teams and the power of collaboration.
 - Students learn the skills of identifying real problems worth solving and how to translate effective Value Propositions into sustainable companies.
 - Students will form relationships through feedback.
 - Students will begin networking by starting a mentor relationship with an industry expert.
 - Students learn how to interact with a market and collect and discern relevant data.
 - Looking at industry and economic trends and learning the importance of independent economic creation.
 - Students learn to analyze financials and understand the importance of proper financial handling.
 - Students will create the first version of their market-ready portfolios.
 - Students will have proof of outcomes in the areas of the market-ready skills listed above.
 - Students will complete an official pitch of their portfolio.
- Every individual must offer an individual value proposition to the market they want to function within
 - How to present and use feedback as a constructive process to pivot
 - How to navigate the complexity and opportunity of working in teams
 - The challenges and barriers to creating solutions in the market
 - Management and leadership are both complicated disciplines
 - The power of trust relationships
 - The necessity of mentorship in one’s development

What are the Enduring Understandings of the course?

- What it means to be market-ready: being prepared to be useful in the changing markets that are witnessing exponential change.
- Embracing failure and being able to pivot in new directions is essential to developing an entrepreneurial mindset
- Every individual must be able to communicate who they are, what they can do, and how they can prove it

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

PRINCIPLES OF BUSINESS

SOC 4030, SOC 4130 (Honors)

Brief Course Overview:

The Principles of Business program drives learners to answer the three fundamental questions that every individual needs to be capable and competent in answering: Who are you? What can you do? How do you prove it? The curriculum guides learners to continue to investigate their answers to these questions by taking advantage of opportunities to take action, take risks, experience failure, and learn from those experiences. Answering these questions enables learners to achieve the three program outcomes of Empowerment, Wellness, and Performance. These outcomes are communicated through the learner’s market-ready portfolio, which makes the learner’s development as someone who acts independently and is aligned with the markets transparent. Year Two of the curriculum is designed based on a cycle of repeatable tasks that teachers guide students through. This means students are moving closer to being able to work autonomously using the LTS Model as their guide. The second year adds the layers of the DEVELOP and BRAND stages to the student’s use of the LTS Model. Students are working towards proficiency in the skills of time management, structured problem-solving, public speaking, adaptability, learning agility, research literacy, comprehension, innovation, project management, self-discipline, risk-taking, influence, digital etiquette, communication across mediums, proactivity, data analysis, digital literacy, conflict management, financial literacy, and modeling. Students have the opportunity to submit for Market-Ready Certification 1: Competitive Entry Level Employability through their Principles of Business technology platform.

Main Topics of Study:

- Students learn to pitch through understanding the power of self and the importance of self-branding
- Students will form relationships through feedback
- Students will go from concept to execution and create market-based solutions and content, including expertise-based articles, prototype iterations, concept plans, and brand charters
- Students will continue building their network of mentors.
- Students will go from concept to execution and create market-based solutions and content, including models (business, financial, growth), websites, a piece of art music or code, an industry analysis, a market analysis, and brand vehicles
- Students will go from concept to execution and create market-based solutions and content, including a business plan, brand guidelines booklet, brand video, I Am video, social media content, and a branded slide deck
- Students will create the next version of their market-ready portfolios
- Students will have proof of outcomes in the areas of the market-ready skills listed above.
- Students will complete an official pitch of their portfolio

What are the Enduring Understandings of the course?

- What it means to be market-ready: being prepared to be useful in the changing markets that are witnessing exponential change
- Embracing failure and being able to pivot in new directions is essential to developing an entrepreneurial mindset
- Every individual must be able to communicate who they are, what they can do, and how they can prove it
- Every individual must offer an individual value proposition to the market they want to function within

- How to present and use feedback as a constructive process to pivot
- How to navigate the complexity and opportunity of working in teams
- The challenges and barriers to creating solutions in the market
- Management and leadership are both complicated disciplines
- The power of trust relationships
- The necessity of mentorship in one’s development.
- What it means to execute in the market

Prerequisites:

Open to 10th - 12th graders.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

PRINCIPLES OF MARKETING

SOC 4060, SOC 4160 (Honors)

Brief Course Overview:

The Principles of Marketing program drives learners to answer the three fundamental questions that every individual needs to be capable and competent in answering: Who are you? What can you do? How do you prove it? The curriculum guides learners to continue to investigate their answers to these questions by taking advantage of opportunities to take action, take risks, experience failure, and learn from those experiences. Answering these questions enables learners to achieve the three program outcomes of Empowerment, Wellness, and Performance. These outcomes are communicated through the learner’s market-ready portfolio, which makes the learner’s development as someone who acts independently and is aligned with the markets transparent. Year Three of the curriculum is designed based on the START layer of the LTS Model. Students work autonomously with the teacher as their daily mentor. They support them in the execution of their portfolio and give them feedback if they choose to enter the Spotlight competition and submit for the LTS Market-Ready Levels of Certification. These years are flexible to meet as a regular class, as a co-seated class, or as an independent study. Students are working towards proficiency in the skills of time management, structured problem-solving, public speaking, adaptability, learning agility, research literacy, comprehension, innovation, project management, self-discipline, risk-taking, influence, digital etiquette, communication across mediums, proactivity, data analysis, digital literacy, conflict management, financial literacy, and modeling. In Year Three, students have the opportunity to submit for Market-Ready Certification 1: Competitive Entry Level Employability through which they prove the following skills: time management, structured problem-solving, public speaking, adaptability, learning agility, research literacy, comprehension, innovation, project management, self-discipline, risk-taking, influence, digital etiquette, communication across mediums, and proactivity, all through their Principles of Marketing technology platform.

Main Topics of Study:

- Students are focused on creating an external-facing version of their market-ready portfolios.
- Students learn to pitch through understanding the power of self and the importance of self-branding.
- Students will form relationships through feedback.
- Students are focused on creating an external-facing version of their market-ready portfolios.
- Students will continue building their network of mentors.
- Students are focused on submitting for a Market-Ready Certification.
- Students will have proof of outcomes in the areas of the market-ready skills listed above.
- Students will complete an official pitch of their portfolio.

What are the Enduring Understandings of the course?

- What it means to be market-ready: being prepared to be useful in the changing markets that are witnessing exponential change
- Embracing failure and being able to pivot in new directions is essential to developing an entrepreneurial mindset
- Every individual must be able to communicate who they are, what they can do, and how they can prove it
- Every individual must offer an individual value proposition to the market they want to function within
- How to present and use feedback as a constructive process to pivot.
- How to navigate the complexity and opportunity of working in teams.
- The challenges and barriers to creating solutions in the market.
- Management and leadership are both

- complicated disciplines.
- The power of trust relationships.
- The necessity of mentorship in one’s development.
- What it means to execute in the market.

Prerequisites:

Open to 10th - 12th graders.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

IB BUSINESS MANAGEMENT SL YEAR 1 AND 2

SOC 7210, SOC 7220

Brief Course Overview:

Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the ibo.org Change site exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Main Topics of Study:

- The aims of the business management course are to:
 - Encourage a holistic view of the world of business
 - Empower students to think critically and strategically about individual and organizational behavior
 - Promote the importance of exploring business issues from different cultural perspectives
 - Enable the student to appreciate the nature and significance of change in a local, regional and global context
 - Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
 - Develop an understanding of the importance of innovation in a business environment.

What are the Enduring Understandings of the course?

- What it means to be market-ready: being prepared to be useful in the changing markets that are witnessing exponential change
- Embracing failure and being able to pivot in new directions is essential to developing an entrepreneurial mindset
- Every individual must be able to communicate who they are, what they can do, and how they can prove it
- Every individual must offer an individual value proposition to the market they want to function within
- How to present and use feedback as a constructive process to pivot
- How to navigate the complexity and opportunity of working in teams
- The challenges and barriers to creating solutions in the market
- Management and leadership are both complicated disciplines
- The power of trust relationships

- The necessity of mentorship in one's development.
- What it means to execute in the market

Prerequisites:

Students must be entering the 11th grade. College level reading comprehension and writing skills are required for this course. Furthermore all students must have obtained the prior social science teacher's recommendation and meet one or more of the following criteria

- Teacher recommendation
- have earned a 93% or better in the prior honors level social science course
- have earned an 85% or better in year 1 to remain in year

Course Length:	2 year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes
Students Must Sit for Exam	
Student Must Pay for Exam	

FUNDAMENTALS OF LAW

SOC 4070

Brief Course Overview:

This introductory social studies elective provides a focused examination of the fundamental principles and systems of American law, with particular attention to Florida law. Students explore jurisprudence and the sources and purposes of law, examine the U.S. Constitution and constitutional law, and analyze landmark Supreme Court cases. The course emphasizes key concepts such as federalism, judicial review, and the protection of individual rights under the Bill of Rights, while introducing students to the structure and function of the U.S. court system.

Main Topics of Study:

- Jurisprudence and Sources of Law
- The U.S. Constitution and Constitutional Law
- Supreme Court Cases and Judicial Review
- Federalism and Individual Rights
- Structure of the U.S. Court System
- Criminal Law and Civil Law

Students will:

- Understand the purpose and sources of American law.
- Understand how the Constitution shapes government authority and individual rights.
- Evaluate the role of the Supreme Court in interpreting the law.
- Distinguish between criminal and civil law and the structure of U.S. courts.
- Apply basic legal research skills to locate and analyze legal authority.
- Construct clear, logical legal arguments through foundational legal writing.

Prerequisites:

Open to all 9th and 10th graders

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS CRIMINAL AND CIVIL LAW

SOC 4170

Brief Course Overview:

This honors-level social studies elective provides a comprehensive introduction to the American legal system, with a balanced focus on civil law and criminal law, as well as the structure and function of the U.S. criminal justice system. Students examine how legal rules govern disputes, define criminal responsibility, protect constitutional rights, and guide ethical conduct within the justice system. The course emphasizes legal reasoning, case analysis, and real-world application of legal principles.

Main Topics of Study:

- Civil Law: Torts, Contracts, and Property Law
- Liability, Negligence, and Remedies
- Alternative Dispute Resolution (Mediation & Arbitration)
- Criminal Law: Elements of Crimes, Classifications, and Defenses
- Criminal Procedure and Constitutional Rights of the Accused
- Stages of a Criminal Case (Investigation through Sentencing)
- Rules of Evidence and Trial Practice
- Legal Ethics and Professional Responsibility

Student will::

- Understand the fundamental differences between civil and criminal law.
- Analyze how legal rules assign responsibility, liability, and punishment.
- Evaluate constitutional protections and procedural safeguards within the criminal justice system.
- Trace the legal process of a criminal case from investigation to resolution.
- Apply foundational principles of evidence to assess credibility and reliability.
- Recognize the importance of legal ethics and integrity in maintaining public trust in the justice system.

Prerequisites:

Open to 10th graders with teacher recommendation based on successful completion of Fundamentals of Law or a full year of equivalent law course.

Open to all juniors and seniors with an 85% or higher in an honors level social sciences class, or a 93% or higher in a CP level social sciences class.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS LEGAL PERSPECTIVES: LIFE, LIBERTY AND ETHICAL ISSUES

SOC 4180

Brief Course Overview:

This honors-level social studies elective explores specialized and complex areas of law that shape modern society, individual rights, and professional ethics. Students examine how the legal system responds to personal, technological, medical, and criminal justice challenges, with an emphasis on ethical reasoning, constitutional analysis, and real-world application of legal principles.

Main Topics of Study:

- Family Law (Marriage, Divorce, Custody, and Child Support)
- Estate and Probate Law (Wills, Trusts, and Property Transfer)
- Medical Law and Ethics (Patient Rights, Informed Consent, End-of-Life Decisions)
- Criminal Law: Defenses, Punishment, and Ethical Debates
- Capital Punishment and Solitary Confinement
- Mental Illness and the Criminal Justice System
- Intellectual Property Law (Patents, Copyrights, Trademarks)
- Digital Rights and Legal Challenges of Technology

Students will:

- Students will analyze how law regulates complex social and ethical issues.
- Students will evaluate legal frameworks governing family, healthcare, and property rights.
- Students will examine constitutional and ethical debates surrounding punishment and criminal responsibility.
- Students will assess how the legal system addresses mental illness and individual rights.
- Students will distinguish between major forms of intellectual property and their modern applications.
- Students will apply ethical reasoning and legal principles to contemporary legal dilemmas.

Prerequisites:

Completion of Honors Criminal and Civil Law or other Honors Level Law class with a final average of 85% or higher and teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS NOVICE DEBATE

DEB 5500

Brief Course Overview:

This class is designed for beginners who are interested in debating for North Broward’s nationally competitive policy debate team. This class is not meant to be a general overview of public speaking but an accelerated course to prepare students for tournament travel and competition. Students will be trained in policy debate, which is a two vs. two debate format centered around a year-long topic about US federal government policy. Policy debate is geared toward students who are interested in the inner workings of government, the economy, social justice, and/or political philosophy. All students will be expected to complete readings, engage in speaking drills, participate in classroom discussions, and become fluent in the debate’s specialized terminology. Students will be expected to compete in at least four tournaments during the year. Students may not take this class more than once.

Main Topics of Study:

- How to Extend an Argument
- Flowing and Refutation
- Advantages/Disadvantages
- Topicality
- Counterplans and Theories of Competition
- The Legislative Process and Political Capital
- The Federal Judiciary
- Theories of International Relations
- Critiques and Defenses of Poststructuralism
- Critiques and Defenses of Identity Politics

What are the Enduring Understandings of the course?

- Assess a range of sources in terms of origin and purpose while recognizing values and limitations.
- Communicate information and ideas using an appropriate style.
- Design information and ideas in an appropriate style.
- Document and reference sources of information using recognized conventions.
- Use concepts and terminology in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations, and examples.

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

HONORS VARSITY DEBATE

DEB 5510

Brief Course Overview:

This class is designed for North Broward debate team members with prior competition experience. The majority of this class will be devoted to varsity competition preparation for state and national tournaments in Policy or Public Forum, and it is expected that students attend at least five debate tournaments. Students will hone their knowledge by completing practical assignments (speeches, mini-debates, research assignments, cuttings, etc). Because this class serves students participating in multiple events, students will be expected to work both independently and as a group. Students may take this class more than once.

Main Topics of Study:

- Rebuttal Redoes
- Argument Resolution
- Ethos, Pathos, Logos
- Evidence Comparison
- Advanced Concepts in Theory
- Debating the Critique

What are the Enduring Understandings of the course?

- Assess a range of sources in terms of origin and purpose while recognizing values and limitations.
- Communicate information and ideas using an appropriate style.
- Design information and ideas in an appropriate style.
- Document and reference sources of information using recognized conventions.
- Use concepts and terminology in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations, and examples.

Prerequisites:

Students MUST attend a 2+ week summer debate institute that is cleared by the Director of Debate during the summer preceding the coming season.

Course Length:	Year
Meets NBPS Graduation Requirement?	Fine Arts or Tech
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

LEADERSHIP: DECISIONS AND DIALOGUE

GEN 4401, GEN 4402

Brief Course Overview:

The Leadership: Decisions and Dialogue course teaches students to lead through sound decisions and constructive engagement across differences. By combining leadership education, decision science, and dialogue (distinct from debate and discussion) skills, students practice leadership daily through real-world dilemmas, structured dialogue, collaborative problem-solving, and reflection. They explore core values, cognitive biases, decision-making frameworks, and dialogue habits grounded in perspective-taking, active listening, and intellectual humility. By the end of the course, students become confident, reflective decision-makers and dialogue-centered leaders, equipped with practical skills for college, careers, and engaged civic life.

Main Topics of Study:

- Understanding Leadership
- How We Make Decisions
- Making Decisions that Work
- Dialogue: Talking and Listening Across Differences
- Ethics, Power, and Leadership in the Real World
- Working Together to Solve Problems
- Putting Leadership into Action
- Building your Dialogue Portfolio to showcase growth

What are the Enduring Understandings of the course?

- Leadership is displayed through the choices you make and how you communicate with others, not just a title or position.
- Everyone has thinking traps and biases, but learning to notice them helps you make better decisions.
- Your values, culture, and experiences shape how you see the world and make decisions.
- Constructive dialogue (listening, asking questions, and understanding others) builds stronger communities.
- Ethical leadership means thinking about the impact of your choices on others and the long-term consequences.
- Working with different perspectives makes your ideas stronger and helps solve problems more effectively.
- Disagreement can be productive if you approach it with curiosity, respect, and an open mind.
- Self-awareness and reflection are key to making responsible decisions and communicating effectively.
- The skills you develop, decision-making, dialogue, and leadership, can be used in school, work, and life anywhere in the world.
- You grow as a leader by practicing, reflecting, getting feedback, and applying what you’ve learned.

Prerequisites:

None

Course Length:	Semester
Meets NBPS Graduation Requirement?	Yes
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

HONORS GLOBAL DEVELOPMENT (NOT OFFERED IN 2026-2027)

SOC 4702

Brief Course Overview:

The class will cover business and economic themes whilst not being exclusively an economics course. More focused on current trends in business, globalization, trade, and technology. The course will be taught through a global lens, focusing on content and case studies that cover many countries and actors in the globalized world. Students will learn foundational economics & apply it to the globalized world in which countries & MNCs operate. Students will also learn about contemporary business models, tech, & AI, as well as implications for consumers & producers. Students will learn about economic, environmental, social, & political stability & how it impacts the global economy & actors everywhere.

Main Topics of Study:

Students will be exposed to contemporary global economic issues such as globalization, trade, industry, innovation, and sustainability. Students will examine these aforementioned issues through contemporary case studies that face consumers, multinational corporations, the environment, and governments.

What are the Enduring Understandings of the course?

Students will be able to:

- Explain how international trade & resource distribution can influence cooperation or conflict.
- Analyze how and why political institutions distribute benefits and burdens
- Explain how governments and markets allocate limited resources among competing wants and needs
- Evaluate the relationship between human societies and the environment
- Describe global patterns of resource distribution and use
- Evaluate the major economic systems

Prerequisites:

Students must be in 11th or 12th grade.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

GLOBAL DIPLOMACY (NOT OFFERED IN 2026-2027)

SOC 4702

Brief Course Overview:

The class will focus on the inner workings of the United Nations and the many environmental, political, economic, social, and militaristic global issues international governmental bodies attempt to work through. More broadly, the class will focus on specific cases and resolutions brought before the UN, and students will learn how the UN and other intergovernmental organizations operate, how different countries represent their interests, and why they take the positions they do.

Main Topics of Study:

The global issues will be focused on through the lens of the UN Sustainable Development Goals and other pertinent global issues that world governments and intergovernmental organizations tackle each day. These issues include studies of poverty, hunger, health, education, energy, economic growth, infrastructure, industrialization, inequality, climate change, oceans, biodiversity, forests, desertification, and other global conflicts rooted in a variety of causes.

What are the Enduring Understandings of the course?

Students will be able to:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics and texts
- Build on others’ ideas and express their own clearly and persuasively
- Present supporting evidence, convey a clear and distinct perspective in a way that listeners can follow a line of reasoning
- Produce clear and coherent writing in which development, organization, and style are appropriate to the task, purpose, and audience
- Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric
- Propel dialogue by posing and responding to questions that probe reasoning and evidence; present a range of positions on a topic or issue

Prerequisites:

Students must be in grades 9-12

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS EAGLE LAW REVIEW (STARTING 2027-2028)

SOC TBD

Brief Course Overview:

Honors Eagle Law Review is an advanced, semester-long elective designed to transition students from foundational legal study to advanced legal research, writing, and advocacy. Students engage in sustained, independent legal inquiry culminating in the production of an original research paper suitable for submission to a high school law review. The course emphasizes scholarly rigor, analytical precision, and professional standards of legal writing.

Main Topics of Study:

- Advanced Legal Research Methods
- Primary Legal Sources (Statutes and Case Law)
- Secondary Legal Sources (Treatises, Law Reviews, Databases)
- Legal Writing and Legal Citation
- Objective and Persuasive Legal Writing
- Thesis Development and Legal Analysis
- Synthesis of Complex Legal Concepts
- Peer Review, Revision, and Scholarly Publication
- Legal Advocacy and Presentation of Research

Students will:

- Students will conduct advanced legal research using primary and secondary sources.
- Students will analyze statutes and case law to support original legal arguments.
- Students will produce clear, structured, and properly cited legal writing.
- Students will synthesize complex legal issues into a coherent scholarly work.
- Students will refine arguments through peer review and revision.
- Students will demonstrate legal advocacy skills through the presentation and submission of original research.

Prerequisites:

Completion of Honors Criminal and Civil Law with a final average of 85% or higher

Course Length:	Semester
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	No
State University Core Class?	No

PRINCIPLES OF FINANCE (STARTING IN 2027-2028)

SOC 4060, SOC 4160 (Honors)

Brief Course Overview:

The Principles of Finance program drives learners to answer the three fundamental questions that every individual needs to be capable and competent in answering: Who are you? What can you do? How do you prove it? The curriculum guides learners to continue to investigate their answers to these questions by taking advantage of opportunities to take action, take risks, experience failure, and learn from those experiences. Answering these questions enables learners to achieve the three program outcomes of Empowerment, Wellness, and Performance. These outcomes are communicated through the learner's market-ready portfolio, which makes the learner's development as someone who acts independently and is aligned with the markets transparent. Year Four of the curriculum is designed based on the START layer of the LTS Model. Students work autonomously with the teacher as their daily mentor. They support them in the execution of their portfolio and give them feedback if they choose to enter the Spotlight competition and submit for the LTS Market-Ready Levels of Certification. These years are flexible to meet as a regular class, as a co-seated class, or as an independent study. Students are working towards proficiency in the skills of time management, structured problem-solving, public speaking, adaptability, learning agility, research literacy, comprehension, innovation, project management, self-discipline, risk-taking, influence, digital etiquette, communication across mediums, proactivity, data analysis, digital literacy, conflict management, financial literacy, and modeling. In Year Four, students submit for Market-Ready Certification 2: Competitive Project Management Employability/Self-Employment, through which they prove the additional skills of data analysis, digital literacy, conflict management, financial literacy, and modeling, all through their Principles of Finance technology platform.

Main Topics of Study:

- Students are focused on creating an external-facing version of their market-ready portfolios
- Students learn to pitch through understanding the power of self and the importance of self-branding
- Students will form relationships through feedback
- Students are focused on creating an external-facing version of their market-ready portfolios
- Students will continue building their network of mentors.
- Students are focused on submitting for a Market-Ready Certification
- Students will have proof of outcomes in the areas of the market-ready skills listed above
- Students will complete an official pitch of their portfolio

- The power of trust relationships
- The necessity of mentorship in one's development.
- What it means to execute in the market

Prerequisites:

Open to 10th -12th graders.

Course Length:	Year
Meets NBPS Graduation Requirement?	No
Included in Bright Futures GPA calculation?	No
Included in NBPS GPA?	No
NCAA Core Class?	No
State University Core Class?	No

What are the Enduring Understandings of the course?

- What it means to be market-ready: being prepared to be useful in the changing markets that are witnessing exponential change.
- Embracing failure and being able to pivot in new directions is essential to developing an entrepreneurial mindset
- Every individual must be able to communicate who they are, what they can do, and how they can prove it.
- Every individual must offer an individual value proposition to the market they want to function within
- How to present and use feedback as a constructive process to pivot
- How to navigate the complexity and opportunity of working in teams
- The challenges and barriers to creating solutions in the market
- That management and leadership are both complicated disciplines

WORLD LANGUAGES AND CULTURES DEPARTMENT

Second language study is a key component of a rigorous high school curriculum. Language students learn key strategies and study skills that can benefit their learning in other content areas throughout their academic careers. Studying a second language meets basic college entrance requirements and may partially or completely fulfill undergraduate requirements for language study at the postsecondary level. Second language study also prepares students to effectively contribute to a global society. The North Broward Preparatory School attempts to equip students to communicate and be aware of cultural conventions and sensitive to cultural differences. Learning a second language also encourages students to be risk-takers, problem solvers, creative thinkers, and collaborators, all of which are valuable skills in the 21st century.

Our goal is to provide the student with an opportunity to acquire language and gain a better understanding of their own language. Students will learn to read, write, speak, and understand a world language. Language is acquired in meaningful contexts through written texts, audio, video samples, and classroom interaction. Students are given opportunities to practice vocabulary and grammatical conventions through oral and written activities. Technology is used not only as a practice tool but as a means to create presentations, communicate, and collaborate with others.

Instructors provide language instruction at a variety of levels, ensuring connection so students may advance through the sequential courses and achieve their maximum language potential.

The Department of World Languages & Cultures (WLC) houses a robust, standards-based, and student-centered language program. Our program fulfills the North Broward Preparatory language requirement in French, Chinese, and Spanish while also preparing students for a more natural transition into their post-secondary studies.

Students interested in pursuing their studies beyond the graduation requirement of studying an additional language for a minimum of two years at the high school level may take advanced electives classes in college prep, honors, and IB Language B. In our immersion model of language acquisition, our students develop critical thinking skills as they learn to read and analyze visual, literary, and non-literary texts. Students with native fluency who have a formal language background and/or who have studied literature in Chinese, French, or Spanish may consider enrolling in IB Language A (if they are placed in the course). Course offerings are based on student demand.

What are the department's enduring understandings?

We train students to understand, speak, read, and write in the target language, enabling them to interact with and contribute to the global community by giving students a world perspective, including the appreciation of other cultural heritages, which promotes community, national, and international cooperation. Our goal is to promote student interest, understanding, and participation in the many diverse cultural activities available to them in the community and abroad, including the arts, overseas field trips, and other cultural exchanges.

WORLD LANGUAGES AND CULTURES

CHINESE

[Chinese 3 Honors](#)

[Chinese 4 Honors](#)

[IB Lang B Chinese Year 1](#)

[IB Lang B Chinese Year 2](#)

FRENCH

[French 1](#)

[French 2](#)

[French 2 Honors](#)

[French 3](#)

[French 3 Honors](#)

[French 4](#)

[French 4 Honors](#)

[IB French Language B HL Year 1 and 2](#)

[IB French Language B SL Year 1 and 2](#)

[IB French Ab Initio Year 1 and 2](#)

SPANISH

[Spanish 1](#)

[Spanish 2](#)

[Spanish 2 Honors](#)

[Spanish 3](#)

[Spanish 3 Honors](#)

[Spanish 4](#)

[Spanish 4 Honors](#)

[IB Spanish B HL Year 1 and 2](#)

[IB Spanish B SL Year 1 and 2](#)

[Spanish for Native Speakers 1](#)

[Spanish for Native Speakers 2](#)

[Spanish for Native Speakers 3](#)

[IB Spanish A Lang and Lit SL Year 1 and 2](#)

[IB Spanish A Lang and Lit HL Year 1 and 2](#)

AMERICAN SIGN LANGUAGE

[American Sign Language 1](#)

[American Sign Language 2](#)

[Honors American Sign Language 2](#)

[American Sign Language 3](#)

[Honors American Sign Language 3](#)

[American Sign Language 4](#)

[Honors American Sign Language 4](#)

HONORS CHINESE 3

WLC 6100

Brief Course Overview:

Chinese 3 Honors continues the development of mastery in the target language. Honors level 3 prepares students to understand and use the target language in a range of contexts and for a variety of purposes. The course provides students with an in-depth knowledge and application of grammatical structures and cultural topics. When compared to Chinese 3 CP, more complex grammatical structures are explored, themes of study are more sophisticated, and students present a higher level of fluency and accuracy in the target language. Students are introduced to 500 additional characters and learn both how to recognize and write them. This course is designed for students who are comfortable and confident with Chinese characters without the use of Pinyin. Emphasis is placed on reading Chinese characters. Honors students are expected to use Chinese both in speaking and in writing characters. Where appropriate, content is dictated by the IB Standard Level syllabus. Expectations for independent work are increased and include but are not limited to writing, reading, and research. Progress is assessed with higher expectations of independent work and self-evaluation. Interactive, productive, and receptive skills are developed through the contextualized study of language, authentic texts, media, and themes. Intercultural understanding is a key goal of the course. Work is produced in a variety of communicative contexts and registers. Independent contributions to class discussions in the target language are expected and evaluated for quality of content. This course is taught primarily in the target language. Questions that will guide learning throughout the year include: How do I describe my family to others? How do I talk about appearances? How do I navigate being sick in the Chinese-speaking world? How do I talk about the weather? How do I communicate with salespeople to buy clothing and shoes and conduct other simple shopping transactions? How do I talk about my school subjects and campus in Chinese? What is the role of school and education in Chinese culture? Why is stationery so important to Chinese students? How do I read Chinese-language sources for information about topics of personal interest? How do I talk about food I like to eat? How do I describe my house and neighborhood in Chinese? What kinds of houses and neighborhoods do Chinese people live in? How do I ask for and receive directions? How do I talk about occupations? How do I describe my personality and that of others? How do I describe my daily schedule?

Main Topics of Study:

- Housing
- Furniture
- Community
- Family
- Appearance
- Sickness
- Seasons/weather
- Occupations/shopping
- Hobbies
- School subjects
- School facilities
- Stationery
- Fresh market
- Snacks
- Eating out
- Asking for directions
- Discuss food and eating habits
- Describe a visit to someone's home and one's own home
- Describe the community
- Plan and describe routes
- Describe occupations
- Describe one's own and others' personalities
- Describe personal routine

Prerequisites:

85% average for two trimesters in Chinese 2 Honors & teacher recommendation or placement test if new to NBPS

What are the Enduring Understandings of the course?

- Describe family and understand how the Chinese notion of family differs from the American one
- Describe appearances
- Describe symptoms of an illness and conduct a simple exchange about one's sickness with a doctor
- Describe weather conditions
- Talk about school schedule
- Talk about study habits
- Describe school life

Course Length:	Year
Meets NBPS Graduation Requirement?	Yes
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS CHINESE 4

WLC 6500

Brief Course Overview:

Chinese 4 Honors is in the sequence of language classes leading to IB, SL, or HL. Students continue to develop overall proficiency in four skills (reading, writing, listening, and speaking). Students will expand their vocabulary on a variety of topics, including environmental issues, social and economic issues, generational issues, and global concerns. The course also includes class discussions on socio-cultural topics relevant to today's China, challenging comprehensive writing assignments on comparing different cultural phenomena, and higher quality of project completion and oral presentations. This course is designed for students who are comfortable and confident with Chinese characters without the use of Pinyin. Honor students are expected to use Chinese both in speaking and in writing characters.

Main Topics of Study:

- Neighborhood
- Travel
- Accidents
- Family
- Hobbies
- Making friends
- Weather
- Booking plane tickets
- Shopping
- Studying Chinese
- Working
- Parties
- Food and drink
- Unexpected turns of events
- Volunteering

What are the Enduring Understandings of the course?

Students will be able to:

- Describe hobbies
- Discuss food and eating habits
- Conduct simple shopping transactions for food, clothes, and eating out
- Describe a visit to someone's home and one's own home
- Describe means of transportation
- Plan and describe routes
- Describe the community
- Describe family and understand how the Chinese notion of family differs from the American one
- Describe appearances
- Describe symptoms of an illness and conduct a simple exchange about one's sickness with a doctor
- Describe weather conditions
- Talk about school schedule
- Talk about study habits.
- Describe school life

Prerequisites:

85% average for two trimesters in Chinese 3 Honors & teacher recommendation or placement test if new to NBPS.

Course Length:	Year
Meets NBPS Graduation Requirement?	Yes
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB CHINESE B SL YEAR 1

WLC 6240

Brief Course Overview:

IB Chinese B SL1 is the first year of the IB Chinese Language B course. IB Language B is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course enables students to understand and use the language they have studied in a range of contexts and for a variety of purposes. We encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. Instruction is both teacher-centered (teacher-led) activities and student-centered (learner-led) activities. Student-led activities are designed to allow the students to take the initiative, which includes self-assessment, independent learning, and collaborative learning activities. Language B students develop their linguistic abilities through the development of receptive, productive, and interactive skills. Learning goals are dictated by external syllabi; students are accountable to these standards. Students are expected to share high-level insights and actively contribute to the learning environment. Products are assessed on rubrics directly from the International Baccalaureate.

Main Topics of Study:

- Language and identity
- Holidays and travel
- Communication and media
- Education and Chinese idioms
- Environment
- Healthy eating habits and identity
- Migration
- IB exam review

What are the Enduring Understandings of the course?

- Discuss issues related to the main topics of study
- Understand written texts related to the main topics of study
- Comprehend spoken language about the main topics of study
- Write about the main topics of study

Prerequisites:

93% average for two trimesters in Chinese 4 Honors & teacher recommendation or placement test if new to NBPS.

Course Length:	Year
Meets NBPS Graduation Requirement?	Yes
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB CHINESE B SL YEAR 2

WLC 7230

Brief Course Overview:

IB Chinese B SL2 is the second-year course of the IB Mandarin Language B. Language B is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course enables students to understand and use the language they have studied in a range of contexts and for a variety of purposes. We encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. Instruction is both teacher-centered (teacher-led) activities and student-centered (learner-led) activities. Student-led activities are designed to allow the students to take the initiative, which includes self-assessment, independent learning, and collaborative learning activities.

Products are assessed on rubrics directly from the International Baccalaureate. Students are expected to share high-level insights and actively contribute to the learning environment. Students must maintain a portfolio of written work and produce digital recordings throughout the course. External assessment at SL consists of exercises to demonstrate an understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills). Both written and oral assessments are required in the target language.

Main Topics of Study:

- Technology
- The frustration of youth
- Ethics
- IB exam review

What are the Enduring Understandings of the course?

- Students will be able to:
- Discuss issues related to the main topics of study
 - Understand written texts related to the main topics of study
 - Comprehend spoken language about the main topics of study
 - Write about the main topics of study

Prerequisites:

85% average for two trimesters in IB Chinese B SL Year 1 & teacher recommendation or WLC Department Chair approval

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

FRENCH 1

WLC 4100

Brief Course Overview:

This is a one-year introductory language course. Language skills emphasized are reading, writing, listening and speaking. Students will be able to create simple sentences, both orally and in writing. Students will read short authentic texts in the target language. All courses include a significant cultural component. This course is taught primarily in the target language. Questions that will guide this course will include: How do I properly structure statements and questions in the target language? How do I express likes and dislikes? How do I describe myself and others? Students will leave French 1 with an understanding of French pronunciation, study of French and francophone culture as well as having studied all chapters in the Chemins 1 textbook.

Main Topics of Study:

- Preliminary
 - La salle de class
 - Il y a Les expressions utiles en cours
 - Les jours de la semaine
 - Le monde francophone
- Salut !
 - Nouns
 - Articles
 - Numbers 0-60
 - Subject pronouns
 - Verb etre
 - Adjective agreement
- Au lycée
 - Present tense ER verbs
 - Forming questions and expressive negation
 - Present tense avoir
 - Telling time
 - School words
- La famille et les copains
 - Descriptive adjectives
 - Possessive adjectives
 - numbers 61-100
 - Prepositions of location and disjunctive pronouns
 - Family words
- Au café
 - Aller
 - Futur proche
 - Passé récent
 - Interrogative words
 - Regular IR verbs
 - Prendre
 - Boire
 - Partitives
 - Food words
 - Café words
- Les loisirs
 - Numbers 101 and higher
 - Spelling change ER verbs
 - Faire
 - Irregular IR verbs

- Enfin les vacances !
 - Recevoir
 - Basics of Passé composé
 - Vacation words
- Review

What are the Enduring Understandings of the course?

- express greetings, farewells and introductions
- conjugate regular verbs in the present tense
- have a beginning understanding of futur proche and passé composé
- identify the sound systems in French
- provide descriptions of people and objects
- form questions and give prescribed answers
- express likes and dislikes
- ask and tell what time it is
- talk about locations and places
- count to 1 million

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

FRENCH 2

WLC 5100

Brief Course Overview:

The course is designed to develop more confident speakers of the modern languages who can manipulate increasingly more complex grammatical structures in their speech. French 2 reviews most grammar structures seen in the prior year of study as well as extends vocabulary and introduces more extensive grammatical structures. While grammar is taught, the principle goal is for students to communicate in the target language. Cultural components are presented in the target language with emphasis placed on longer readings (newspaper articles and short literary works) than in Level I. Structured learning activities will provide specific steps to guide the student to meet desired objectives. French is taught in the target language. Students will leave French 2 with a strong understanding of the nuances of French pronunciation and a strong understanding of French and francophone cultures. Students will leave French 2 having studied all chapters in the Chemins 2 textbook.

Main Topics of Study:

- Review
 - Review: être and avoir, adjective agreement, ER, IR, RE
 - Verbs and verbs like dormir
 - Describing people
 - After school activities
 - Review futur proche and passé récent
 - Le monde francophone - Paris
- Reflexive verbs
 - Question formation with reflexive verbs
 - Present tense reflexive verbs
 - Project - ma routine
- Les fêtes
 - Passé composé
 - Regular and irregular RE verbs
 - Project - using passé composé
 - Movie les Choristes
- En vacances!
 - Passé composé with être
 - Dire, lire écrire
 - Imparfait
 - Vacation phrases
- Chez nous
 - Passé composé vs. imparfait
 - Vivre, Savoir, Connaitre
 - House vocabulary
 - Project on childhood
- La nourriture
 - Venir
 - Time review
 - Devoir, Vouloir, Pouvoir
 - Adverbs
 - Food project
- Manie Musicale
 - Le monde francophone
 - La musique
 - Les paroles
 - Bracket
 - Project - smashdoodle OR blackout poem
- La santé

- Reflexive verbs
- Reflexives sens idiomatique
- Passé composé & imparfait with reflexive
- Y and en

Students will be able to:

- Learn the components to write invitations /exchange letters with francophone penpals
- Express emotions
- Use direct and indirect object pronouns
- Make comparisons
- Express what happened in the past using passé composé and beginning imparfait tense
- Use reflexive verbs
- Give orders
- Express concern, astonishment and disbelief
- Describe daily routines
- Express need and necessity

Prerequisites:

Successful completion of French 1 or MS French 1B and teacher recommendation. Placement test for new students

Included in Bright Futures GPA calculation?

Yes

Included in NBPS GPA?

Yes

NCAA Core Class?

Yes

State University Core Class?

Yes

NCAA Core Class?

No

State University Core Class?

No

HONORS FRENCH 2

WLC 5110

Brief Course Overview:

French 2: The level II course is designed to develop more confident speakers of modern languages who can manipulate increasingly more complex grammatical structures in their speech. French two reviews most grammar structures seen in the prior year of study extends vocabulary, and introduces more extensive grammatical structures. While grammar is taught, the principal goal is for students to communicate in the target language. Cultural components are presented in the target language with emphasis placed on longer readings (newspaper articles and short literary works) than in Level I. Structured learning activities will provide specific steps to guide the student to meet desired objectives. French is taught in the target language. Students will leave French 2 with a strong understanding of the nuances of French pronunciation and a strong understanding of French and francophone cultures.

Main Topics of Study:

- **MA FAMILLE ET MES COPAINS**
 - Review: être and avoir adjective agreement, ER, IR, RE
 - Verbs and verbs like dormir
 - Describing people
 - After school activities
 - Review futur proche and passé récent
 - Le monde francophone - Paris
- **ON FAIT LA FÊTE**
 - Celebrations
 - The verb offrir
 - Direct object pronouns and indirect object pronouns
 - Review passé composé
 - Musician Project
 - Movie les Choristes
- **LE QUEBEC**
 - Quebec City
 - Watch la Grande Séduction
- **FAISONS LES COURSES**
 - Fruits, vegetables and cooking
 - Question formation
 - Pronouns y and en
 - Placement of object pronouns
 - Food project
- **AU LYCÉE**
 - School places and events
 - Suivre and ouvrir
- **UNE JOURNÉE TYPIQUE**
 - Reflexive verbs
 - Morning routine
 - Project on daily routine
- **LE BON VIEUX TEMPS**
 - Childhood activities
 - Imparfait and passé composé

What are the Enduring Understandings of the course?

- write invitations
- express emotions
- Use direct and indirect object pronouns
- make comparisons
- express what happened in the past using passé composé and beginning imparfait tense
- Use reflexive verbs
- give orders
- express concern, astonishment, and disbelief
- describe daily routines
- express need and necessity

Prerequisites: 93% average for two trimesters in Middle School French 1B or in French 1 and teacher recommendation.

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

FRENCH 3

WLC 6100

Brief Course Overview:

This course is a continuation of French 2. French Three reviews most grammar structures seen in the prior two years of study extends vocabulary and introduces more extensive grammatical structures. Students will increase their ability to express themselves in the present and preterit tense, as well as learn an additional past tense used to describe events and activities. Similar to French 2, structured learning activities will provide specific steps to guide the student to meet desired objectives. As an additional expectation, students' personal and independent responses and contributions to teacher-directed class discussions and activities will be assessed. Written products, presentations, and other assessments will be expected to demonstrate a proficient understanding of the concepts and vocabulary. The purpose of this course is to prepare students to use the language in real life and relevant situations, as well as to help them understand authentic texts and comprehend everyday conversations. This course is taught in both the target language and English. Questions that will guide learning throughout the year include: How do people narrate and describe past events? How do lifestyles differ in France compared to the United States? Where do people from French-speaking countries prefer to travel, and why?

Main Topics of Study:

- **MA FAMILLE ET MES COPAINS**
 - Review: être and avoir, adjective agreement, ER, IR, RE Verbs and verbs like dormir
 - Describing people
 - After school activities
 - Review futur proche and passé récent
 - Le monde francophone - Paris
- **ON FAIT LA FÊTE**
 - Celebrations
 - The verb offrir
 - Direct object pronouns and indirect object pronouns
 - Review passé composé
 - Musician Project
 - Movie les Choristes
- **LE QUEBEC**
 - Quebec City
 - Watch la Grande Séduction
- **FAISONS LES COURSES**
 - Fruits, vegetables and cooking
 - Question formation
 - Pronouns y and en
 - Placement of object pronouns
 - Food project
- **AU LYCÉE**
 - School places and events
 - Suivre and ouvrir
- **UNE JOURNÉE TYPIQUE**
 - Reflexive verbs
 - Morning routine
 - Project on daily routine
- **LE BON VIEUX TEMPS**
 - Childhood activities
 - Imparfait and passé composé

Students will be able to:

- Narrate and describe events in the past using Imperfect tense and simple past tenses
- Use double object pronouns
- Describe daily routines in the present and past using reflexive verbs
- Ask questions and give answers
- Make comparisons
- Use the future and conditional tenses

Prerequisites: Successful completion of French 2 and teacher recommendation.

Placement test for new students.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS FRENCH 3

WLC 6110

Brief Course Overview:

French 3 Honors continues the development mastery in the target language. Honors level 3 prepares students to understand and use the target language in a range of contexts and for a variety of purposes. The course provides students with an in-depth knowledge and application of grammatical structures and cultural topics. When compared to French 3 CP, more complex grammatical structures are explored, themes of study are more sophisticated and students present a higher level of fluency and accuracy in the target language. Where appropriate, content is dictated by the IB Standard Level syllabus. Expectations for independent work are increased and include but are not limited to, writing, reading, and research. Progress is assessed with higher expectations of independent work and self-evaluation. Interactive, productive and receptive skills are developed through the contextualized study of language, authentic texts, media and themes. Intercultural understanding is a key goal of the course. Work is produced in a variety of communicative contexts and registers. Independent contributions to class discussions in the target language are encouraged and expected and evaluated for quality of content. This course is taught primarily in the target language. Questions that will guide learning throughout the year include: How do people talk about health, well-being, and nutrition? How do people talk about exercise and physical activities? How do people narrate their past and other past events? What is the impact of technology on our lives? How do current events and political issues influence our life choices?

Main Topics of Study

- City Life
- Well-Being
- The World Of The Media
- The Value Of Ideas
- Current Events And Politics
- Culture Of Different Francophone Countries
- The Impact Of Progress And Technology On Our Lives

What are the Enduring Understandings of the course?

- Express themselves with all French past tenses.
- Narrate events in the past.
- Use subjunctive mood
- Make commands
- Express future events
- Recognize cultural differences between the U.S.A. and studied countries .

Prerequisites:

85% average for two trimesters in French 2 Honors or
93% average for two trimesters in French 2 CP and
teacher recommendation.

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

FRENCH 4

WLC 7100

Brief Course Overview:

This course is a continuation of French 3 CP. French 3 reviews most grammar structures seen in the prior two years of study as well as extends vocabulary and introduces more extensive grammatical structures. Students will increase their ability to express themselves in the present and preterit tense as well as learn an additional past tense used to describe events and activities. The main focus of the class will be conversation practice and real life use of the language. Similar to French 3, structured learning activities will provide specific steps to guide the student to meet desired objectives. As an additional expectation, students' personal and independent responses and contributions to teacher-directed class discussions and activities will be assessed. Written products, presentations, and other assessments will be expected to demonstrate proficient understanding of the concepts and vocabulary. The purpose of this course is to prepare students to use the language in real life, relevant situations, and also prepare them to be able to understand authentic texts and comprehend everyday conversation. This course is taught in both the target language and English. Questions that will guide learning throughout the year include: How do people narrate and describe past events? How do lifestyles differ in France compared to the United States? Where do people from French-speaking countries prefer to travel, and why? The students use the book *Chemins 3* chapters 3-5 as well as reading texts and watching films

Main Topics of Study:

- Review imparfait, futur simple, conditionnel
 - Create cheat sheet of various topics that are important
- Food Review unit with project from *Chemins 2* Material that gets presented to the CP class
- L'avenir et les métiers Ch 3 *Chemins 3*
 - Mon avenir
 - Les métiers
 - Futur careers project
 - Quand and dès qe
 - Lequel
 - Si clauses
 - Qui, que, dont, où
 - Film - Diabolique
 - Les fables de la Fontaine
- L'espace vert
 - Demonstrative pronouns
 - Subjunctive parts 1 & 2
 - Comparative and superlatives of nouns
 - Project related to nature
 - Abridge version of 20,000 Lieues sous les mers with study of Jules Verne
 - Film - 20,000 lieues sous les mers
 - Final project about reading
- Les arts
 - Subjunctive part 3 & 4
 - Possessive pronouns
 - Être à quelqu'un
 - Review of subjunctive
 - Book groups related to les arts
 - Analysis of famous French film excerpts
 - Project related to art

Prerequisites: Successful completion of French 3 and teacher recommendation.

Placement test for new students.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS FRENCH 4

WLC 7110

Brief Course Overview:

French 4 Honors is a course that prepares students for IB sequential courses. This course enables students to understand and use the language they have studied in a range of contexts and for a variety of purposes. We encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. The course provides students with a basis for further study, work, and leisure and provides the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. Assessment at French 4 Honors level consists of exercises to demonstrate understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills). Students must maintain a portfolio of written work and produce digital recordings throughout the course. Both written and oral assessments are required in the target language.

Main Topics of Study:

- Cultural Diversity
- Global Issues
- Media and Communication
- Leisure
- Social Relations

What are the Enduring Understandings of the course?

Students will be able to

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics in a clear, coherent, and convincing manner
- understand, analyze and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study.
- lopment.
- What it means to execute in the market.

Prerequisites:

85% average for two trimesters in French 3 Honors or
93% average for two trimesters in French 3 CP and
teacher recommendation.

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB FRENCH LANGUAGE B HL YEAR 1 AND 2

WLC 6140, WLC 7140

Brief Course Overview:

IB French B is a two-year course. This course enables students to understand and use the language they have studied in a range of contexts and for a variety of purposes. We encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. The course provides students with a basis for further study, work, and leisure and provides the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. External assessment at SL consists of exercises to demonstrate an understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills). Students must maintain a portfolio of written work and produce digital recordings throughout the course. Both written and oral assessments are required in the target language.

Assessment SL/HL (IB exam taken during the second year of studies)

External assessment 75%

Paper 1 (1 hour 15 minutes): Written productive skills (done in May)

One writing exercise of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%

Paper 2 (1 hour 45 minutes): Receptive skills (done in May) - separate sections for listening and reading 50%

Listening comprehension (45 minutes)

Reading comprehension (1 hour)

Comprehension exercises on three audio passages and three written texts drawn from all five themes.

Internal assessment 25%

Internally assessed by the teacher and externally moderated by the IB.

Individual oral assessment: a conversation with the teacher based on visual stimulus, followed by discussion based on one additional theme. (done in March)

Prerequisites:

Year 1 HL: 95% average for two trimesters in French 3 Honors or 4 Honors and teacher recommendation.

Placement test for new students

Year 2 HL: 85% average for two trimesters in IB French HL 1 Language B or 95% average for two trimesters in IB French SL 1 Language B and teacher recommendation (Since HL is a highly demanding course, getting 85% could lead the student to SL).

Course Length:	2 Years
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Meets NBPS Graduation Requirement?	World Language
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Included in Bright Futures GPA calculation?	Yes
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Included in NBPS GPA?	Yes
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NCAA Core Class?	Yes
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State University Core Class?	Yes
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IB FRENCH LANGUAGE B SL YEAR 1 AND 2

WLC 6030, WLC 7030

Brief Course Overview:

IB French B a two-year course. This course enables students to understand and use the language they have studied in a range of contexts and for a variety of purposes. We encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. The course provides students with a basis for further study, work, and leisure and provides the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. External assessment at SL consists of exercises to demonstrate an understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills). Students must maintain a portfolio of written work and produce digital recordings throughout the course. Both written and oral assessments are required in the target language.

Assessment SL/HL (IB exam taken during the second year of studies)

External assessment 75%

Paper 1 (1 hour 15 minutes): Written productive skills (done in May)

One writing exercise of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%

Paper 2 (1 hour 45 minutes): Receptive skills (done in May) - separate sections for listening and reading 50%

Listening comprehension (45 minutes)

Reading comprehension (1 hour)

Comprehension exercises on three audio passages and three written texts drawn from all five themes.

Internal assessment 25%

Internally assessed by the teacher and externally moderated by the IB.

Individual oral assessment: a conversation with the teacher based on visual stimulus, followed by discussion based on one additional theme. (done in March)

Prerequisites:

Year 1 SL: 93% average for two trimesters in French 3 Honors or French 4 Honors and teacher recommendation (a placement test will be required for students coming from the CP courses as well).

Placement test for new students

Year 2 SL: 85% average for two trimesters in IB French SL 1 Language B and teacher recommendation.

Course Length:	2 Years
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB FRENCH AB INITIO YEAR 1 AND 2

WLC 6120, WLC 7120

Brief Course Overview:

The language Ab Initio IB course is a language acquisition course over two years for students with no prior experience of the target language, or for those students with very limited previous experience.

Students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The language ab Initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The language ab Initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab Initio course.

Key features of the curriculum and assessment models:

- Only available at standard level (SL)
- The recommended teaching time to complete the course is 150 hours
- Knowledge of vocabulary and grammar (the what of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the why and how of language)
- The development of international-mindedness is one of the key aims of the course
- The prescribed themes of the course are inspired by the transdisciplinary themes of the Primary Years Programme (PYP) and the global contexts of the Middle Years Programme (MYP)
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and topics, as well as the content contained within the language-specific syllabuses
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- Students are assessed both externally and internally
- External assessment consists of Paper 1: productive skills—writing (written responses to two required tasks) and Paper 2: receptive skills—with separate sections for listening (demonstrating understanding of three audio passages) and reading (demonstrating understanding of three written passages)
- Internal assessment consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on topics from at least one additional theme of the course).

All students in this course must take the IB Ab Initio examination and have all internal IB assessments completed.

Please note there is a fee associated with each IB course to cover the cost of external examinations.

Prerequisites:

This course is for Diploma Candidates only. They should have a teacher's recommendation and the Department Chair's approval.

To take Year 2: 80% in two trimesters and teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH 1

WLC 4000

Brief Course Overview :

Spanish 1 is designed to introduce High School students to the dynamics of a new language. The curriculum of Spanish 1 enables students to improve proficiency in Spanish through a linguistic, communicative and cultural approach with an emphasis on the development of listening, speaking, reading and writing skills. Students will use technology to enhance their understanding and explore the Spanish language and culture around the globe. Successful completion of Spanish 1 qualifies the student to move on to Spanish II or Spanish II Honors. The course is conducted primarily in Spanish.

Main Topics of Study:

- Greetings and goodbyes
- School Life
- The Family
- Pastimes

What are the Enduring Understandings of the course?

Students will be able to:

- Greet others and take farewell
- Introduce oneself and others
- Spell in the target language
- Identify oneself and others
- Express likes and dislikes
- Conjugate regular verbs
- Distinguish the uses of the two verbs “to be”
- Count to 1,000
- Use descriptive adjectives
- Conjugate irregular verbs - stem changing & Yo-Go verbs
- Use the verb “to go” with prepositions and destinations
- Use the verb “to go” to express the future
- Read and comprehend short paragraphs (200 words)
- Speak for 30 seconds - 1 min
- Respond to prescribed questions
- Basic sentence structure

Prerequisites :

None

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH 2

WLC 5000

Brief Course Overview:

The level II course is designed to develop more confident learners of a modern language who can manipulate increasingly more complex grammatical structures in their speech. While grammar is taught, the principal goal is for students to communicate in the target language. Cultural components are presented in the target language with emphasis placed on longer readings (newspaper articles and short literary works) than in Level I. Spanish is taught in the target language. This course fulfills the language requirement.

Main Topics of Study:

- Pastimes
- Vacations
- Shopping
- Daily Routines (using reflexive verbs/pronouns)
- Food
- Celebrations
- Culture of Different Spanish-Speaking Countries

What are the Enduring Understandings of the course?

- Conjugate regular, and irregular verbs in present
- Conjugate regular and irregular verbs in preterit
- Verbs like “gustar”; Express likes/dislikes
- Using ser, estar and tener
- Ask and answer questions
- Describe themselves and others
- Make comparisons (using superlatives)
- Hold a basic conversation in Spanish using vocabulary and grammar in context
- Recognize cultural differences between the USA and Hispanic countries
- Write short essays/emails/letters of 15 to 20 lines.

Prerequisites:

Successful completion of Spanish 1.
Placement test for students new to NBPS.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS SPANISH 2

WLC 5020

Brief Course Overview:

The level II Honor course is designed to develop more confident learners of a modern language who can manipulate increasingly more complex grammatical structures in their speech. This class starts the path for students who would like to pursue the IB Diploma or just who would want to take IB Language B. While grammar is taught, the main goal is for students to be able to continue to develop the four skills in-depth. Cultural components are presented through authentic resources. Spanish is taught in the target language. This course fulfills the language requirement as long as Spanish 1 was taken at the high school level.

Main Topics of Study:

- Pastimes
- Vacations
- Shopping
- Daily Routines (using reflexive verbs/pronouns)
- Food
- Celebrations
- Culture of Different Spanish-Speaking Countries

What are the Enduring Understandings of the course?

- Conjugate regular irregular verbs in the present
- Conjugate regular and irregular verbs in preterit
- Verbs like “gustar”
- Using ser, estar and tener
- Ask and answer questions
- Express likes/dislikes
- Describe themselves and others
- Make comparisons (using superlatives)
- Hold a basic conversation in Spanish using vocabulary and grammar in context
- Recognize cultural differences between the USA and Hispanic countries
- Write short essays/emails/letters of 15 to 20 lines.

Prerequisites:

93% average for two trimesters in Middle School Spanish 1B or Spanish 1 and teacher recommendation.

Placement test for students new to NBPS.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH 3

WLC 6000

Brief Course Overview:

This course is a continuation of Spanish 2. The course reviews most grammar structures seen in Spanish 1 and 2, extends vocabulary, and adds new and more complex structures that, ultimately, students will identify and apply in context. Reading, writing, listening, and speaking skills continue to be integrated into all lessons, with an emphasis on speaking and listening comprehension skills. This course emphasizes the productive skills of writing and speaking with the objective of preparing the students to use the language in real life and relevant situations, as well as preparing them to understand authentic texts and comprehend everyday conversations. The course applies a variety of formative and summative work, including projects, quizzes, essays, and reading authentic texts.

Main Topics of Study:

- Memories from Past Times
- Celebrations
- Holidays
- Heroic Events
- Accidents and Unexpected Events
- TV, Movies and Sports Events

What are the Enduring Understandings of the course?

Students will be able to:

- Narrate and understand stories in the preterite (past) tenses,
- Describe in the imperfect tense,
- Read, write, and tell simple stories in the target language,
- Learn affirmative and negative formal command forms,
- Describe childhood experiences
- Give instructions and persuade others

Prerequisites:

Sucessful completion of Spanish 2. Placement test for students new to NBPS.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS SPANISH 3

WLC 6010

Brief Course Overview:

This Honors level enables students to understand and use the language in context and for a variety of purposes. Through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures are developed and encouraged. The course provides students with a basis for further study, work, and leisure and provides the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. Interactive, productive, and receptive skills are developed through the contextualized study of language, texts, and themes. Intercultural understanding is a key goal of the course. Students are exposed to a variety of authentic texts, and work is produced in a variety of communicative contexts. This course is taught primarily in the target language.

Main Topics of Study:

- Outdoors Activities
- Health and Fitness
- Relationships
- Work and Community
- Future

Prerequisites:

85% average for two trimesters in Spanish 2 Honors or 93% average for two trimesters in Spanish 2 and teacher recommendation

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH 4

WLC 7000

Brief Course Overview:

This class enables students to understand and use the language range of contexts and for a variety of purposes. Through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures are developed and encouraged. The course provides students with a basis for further study, work, and leisure and provides the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. Interactive, productive, and receptive skills are developed through the contextualized study of language, texts, and themes. Intercultural understanding is a key goal of the course. Students are exposed to a variety of authentic texts, and work is produced in a variety of communicative contexts. The main focus is proficiency in the four skills: writing, reading, speaking, and listening. This course is taught primarily in the target language.

Main Topics of Study:

Being an intercultural citizen

- Digital Communications
- Human Rights
- The Working World
- Social-Emotional
- Learning

What are the Enduring Understandings of the course?

Students will be able to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organize ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyze and respond to a range of written and spoken texts
- Understand and use works of literature written in the target language of study

Prerequisites:

- Successful completion of Spanish 3 and teacher recommendation
- Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS SPANISH 4

WLC 7010

Brief Course Overview:

This class enables students to understand and use the language range of contexts and for a variety of purposes. Through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures are developed and encouraged. The course provides students with a basis for further study, work, and leisure and provides the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language. Interactive, productive, and receptive skills are developed through the contextualized study of language, texts, and themes. Intercultural understanding is a key goal of the course. Students are exposed to a variety of authentic texts, and work is produced in a variety of communicative contexts. The main focus is proficiency in the four skills: writing, reading, speaking, and listening. This course is taught primarily in the target language.

Main Topics of Study:

- Identity
- Technology
- Environment
- Global Issues
- Family

Prerequisites:

85% average for two trimesters in Spanish 3 Honors or 93% average for 2 trimesters in Spanish 3 and teacher recommendation

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB SPANISH B HL YEAR 1 AND 2

WLC 6040, WLC 7040

Brief Course Overview:

In the Language B course, a two-year course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, and meaning. Students expand their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the Language B course is to develop international-mindedness through the study of language, culture, ideas, and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills.

Assessment SL (IB exam taken during the second year of studies)

External assessment (3 hours) 75%

Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%

Paper 2 Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts drawn from all five themes.

Internal assessment *This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.* 25%

Individual oral assessment: A conversation with the teacher based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)

Students enrolled in IB courses will be assessed an annual registration fee by the IBO. For full Diploma candidates, this is a one-time fee. The registration fee is separate from the fee assessed for each IB subject.

Main Topics of Study:

The five prescribed themes are:

- Identity
- Sharing the planet
- Human Ingenuity
- Experiences
- Social Organization

What are the Enduring Understandings of the course?

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize, and present ideas on a range of topics.
5. Understand, analyze, and reflect upon a range of written, audio, visual, and audio-visual texts.

Prerequisites:

Year 1: 95% for two trimesters in Honors-level Spanish class taken during sophomore year and teacher recommendation Placement test for incoming Juniors.

Year 2: 85% average for two trimesters in IB Spanish B HL Year 1 or 95% average for two trimesters in IB Spanish B SL Year 1 and teacher recommendation (since this is a highly demanding course, getting this average could send the student to SL)

Course Length:	2 Years
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB SPANISH B SL YEAR 1 AND 2

WLC 6030, WLC 7030

Brief Course Overview:

In the Language B course, a two-year course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions, and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, and meaning. Students expand their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts, and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the Language B course is to develop international-mindedness through the study of language, culture, ideas, and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social, and self-management skills.

Assessment HL (IB exam taken during the second year of studies)

External assessment (3 hours) 75%

Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%

Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five of them. 50%

Internal assessment *This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.* 25%

Individual oral assessment

A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme (30 marks)

Students enrolled in IB courses will be assessed an annual registration fee by the IBO. For full Diploma candidates, this is a one-time fee. The registration fee is separate from the fee assessed for each IB subject.

Main Topics of Study:

The five prescribed themes are:

- Identities

- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

What are the Enduring Understandings of the course?

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize, and present ideas on a range of topics.
5. Understand, analyze, and reflect upon a range of written, audio, visual, and audio-visual texts.

Prerequisites:

Year 1: 95% for two trimesters in Honors-level Spanish class taken during sophomore year and teacher recommendation Placement test for incoming Juniors.

Year 2: 85% average for two trimesters in IB Spanish B SL Year 1 and teacher recommendation.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH FOR NATIVE SPEAKERS I

WLC 4010 , WLC 4020 (Honors)

Course Overview:

Spanish for Native Speakers improves and extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Students who are fluent in Spanish process the language in a completely different way compared to speakers of other languages learning Spanish as a second language. Although all Native/heritage speakers do not have the same level of proficiency, the class will be tailored to the specific needs of these students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about authentic and varied topics directly related to their ethnic and cultural background, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, linguistic and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course includes Project Based Learning. The Honor class will prepare students for the IB Language A class in the junior year. The CP class will also provide preparation for students to get into the demands of the IB course, but besides the regular prerequisites to get into IB courses, it will require teacher recommendation and department chair approval. A placement test may also be needed to continue into the IB path.

Main Topics of Study:

- Our Identity: Language and Culture of the Caribbean Islands
- Our Cultural Heritage: Spanish in North America
- Health and Quality of Life
- Professions and Jobs in Central and South America

What are the Enduring Understandings of the course?

Improve their language skills from the perspective of a language arts class and not from a world language class. Students who are raised in a home where Spanish is spoken and who possess receptive (comprehension) and productive (speaking) skills in the language can take Spanish for Native Speakers. These students may be immigrants with limited literacy in the language or first- or second-generation heritage speakers who are bilingual in Spanish and English and have limited literacy skills in Spanish.

Students will learn:

- Conventions of the language in context
- Grammar structures in context
- Analyze literary and nonliterary texts

Prerequisites:

A placement test is mandatory to take this course to assess native/heritage speaker proficiency.

WLC Department Chair approval.

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH FOR NATIVE SPEAKERS 2

WLC 5010, WLC 5030 (Honors)

Course Overview:

This course, designed for native or heritage speakers of Spanish, improves and extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Students who are fluent in Spanish process the language in a completely different way compared to speakers of other languages learning Spanish as a second language. Although all Native/heritage speakers do not have the same level of proficiency, the class will be tailored to the specific needs of these students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about authentic and varied topics directly related to their ethnic and cultural background, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, linguistic, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course includes Project Based Learning. The Honor class will prepare students for the IB Language A class in the junior year. The CP class will also provide preparation for students to get into the demands of the IB course, but besides the regular prerequisites to get into IB courses, it will require teacher recommendation and department chair approval. A placement test may also be needed to continue into the IB path for CP students.

Main Topics of Study:

- History and geography of Latin America and Spain.
- Commercial activities in Latin America and Spain
- Educational systems of Latin America and Spain.
- Literature and Society

What are the Enduring Understandings of the course?

Improve their language skills from the perspective of a language arts class and not from a world language class. Students who are raised in a home where Spanish is spoken and who possess receptive (comprehension) and productive (speaking) skills in the language can take Spanish for Native Speakers. These students may be immigrants with limited literacy in the language or first- or second-generation heritage speakers who are bilingual in Spanish and English and have limited literacy skills in Spanish.

Students will learn:

- Conventions of the language in context
- Grammar structures in context
- Analyze literary and nonliterary texts

Prerequisites:

- To take at the Honors level, a 93% average for two trimesters in Spanish for Native Speakers 1 or an 85% average for two trimesters in Honors Spanish for Native Speakers 1).
- Department Chair Approval
- Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

SPANISH FOR NATIVE SPEAKERS 3

WLC 4030, WLC 5040 (Honors)

Course Overview:

Spanish for Native Speakers improves and extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Students who are fluent in Spanish process the language in a completely different way compared to speakers of other languages learning Spanish as a second language. Although all Native/heritage speakers do not have the same level of proficiency, the class will be tailored to the specific needs of these students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about authentic and varied topics directly related to their ethnic and cultural background, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, linguistic, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course includes Project Based Learning. The Honor class will prepare students for the IB Language A class in the junior year. The CP class will also provide preparation for students to get into the demands of the IB course, but besides the regular prerequisites to get into IB courses, it will require teacher recommendation and department chair approval. A placement test may also be needed to continue on the IB path.

Main Topics of Study:

Analysis, structure, figurative language, authors and readers, interpretation, and comprehension of literary texts:

- Short Stories
- Novels
- Lyrics (poems and songs)

What are the Enduring Understandings of the course?

Improve their language skills from the perspective of a language arts class and not from a world language class. Students who are raised in a home where Spanish is spoken and who possess receptive (comprehension) and productive (speaking) skills in the language can take Spanish for Native Speakers. These students may be immigrants with limited literacy in the language or first- or second-generation heritage speakers who are bilingual in Spanish and English and have limited literacy skills in Spanish.

Students will learn:

- Conventions of the language in context
- Grammar structures in context
- Analyze literary and nonliterary texts

Prerequisites:

- To take at the Honors level, a 93% average for two trimesters in Spanish for Native Speakers 2 or an 85% average for two trimesters in Honors Spanish for Native Speakers 2.
- Department Chair Approval
- Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB SPANISH A LANGUAGE AND LITERATURE SL YEAR 1 AND 2

WLC 6050, WLC 7050

Brief Course Overview:

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis, among others.

What students will learn in the Language A: Language and Literature course In the Language A: Language and Literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature and pervasive influence of language in the world at large.

SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time.

External assessment (3 hours) 70% (taken at the end of the second year)

Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) 35%

Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks) 35%

Internal assessment 30% (Taken at any time during the two years)

This component consists of an individual oral, which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)

The learner portfolio The learner portfolio is a central element of the language A: language and literature course and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.

Areas of Exploration

- Readers, writers, and texts
- Time and space
- Intertextuality: connecting texts

Concepts:

- Identity
- Culture
- Creativity
- Communication
- Perspective
- Transformation
- Representation

Fields of Inquiry (Global Issues)

- Culture, identity, and community
- Beliefs, values, and education

- Politics, power, and justice
- Art, creativity, and the imagination
- Science, technology and the environment

What are the Enduring Understandings of the course?

1. Engage with a range of texts in a variety of media and forms, from different periods, styles, and cultures
2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. Develop skills in interpretation, analysis, and evaluation
4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings

IB SPANISH A LANGUAGE AND LITERATURE SL YEAR 1 AND 2 (CONTINUED)

- 6. Develop an understanding of the relationships between studies in language and literature and other disciplines
- 7. Communicate and collaborate in a confident and creative way
- 8. Foster a lifelong interest in and enjoyment of language and literature

Prerequisites:

Year 1: 93% average for two trimesters in Honors Spanish for Native Speakers 2 or Honors Spanish for Native Speakers 3

Teacher Recommendation

Placement Test if new to NBPS

Year 2: 85% average for two trimesters in IB Spanish A Lang and Lit SL 1 and teacher recommendation

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

IB SPANISH A LANGUAGE AND LITERATURE HL YEAR 1 AND 2

WLC 6060, WLC 7060

Brief Course Overview:

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis, among others.

HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time.

What students will learn in the language A: Language and Literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature and pervasive influence of language in the world at large.

External assessment (4 hours) 80%

Paper 1: Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) 35%

Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks) 25%

HL essay: Students submit an essay on one non-literary text or a collection of non-literary texts by the same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length. 20%

Internal assessment: Individual oral (15 minutes) 20%

This component consists of an individual oral, which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)

The learner portfolio is a central element of the Language A: language and Literature course and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.

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IB SPANISH A LANGUAGE AND LITERATURE HL YEAR 1 AND 2 (CONTINUED)

Areas of Exploration

- Readers, writers and texts
- Time and space
- Intertextuality: connecting texts

Concepts:

- Identity
- Culture
- Creativity
- Communication
- Perspective
- Transformation
- Representation

Fields of Inquiry (Global Issues)

- Culture, identity, and community
- Beliefs, values, and education
- Politics, power, and justice
- Art, creativity, and the imagination
- Science, technology and the environment

What are the Enduring Understandings of the course?

1. Engage with a range of texts in a variety of media and forms from different periods, styles, and cultures
2. Develop skills in listening, speaking, reading, writing, viewing, presenting, and performing
3. Develop skills in interpretation, analysis, and evaluation
4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. Develop an understanding of the relationships between studies in language and literature and other disciplines
7. Communicate and collaborate in a confident and creative way
8. Foster a lifelong interest in and enjoyment of language and literature

Prerequisites:

Year 1: 95% average for two trimesters in Honors Spanish for Native Speakers 2 or Honors Spanish for Native Speakers 3

Teacher recommendation

Placement Test if new to NBPS.

Year 2: 85% average for two trimesters in IB Spanish A Lang and Lit HL 1 or 95% average for two trimesters in IB Spanish A Lang and Lit SL 1 and teacher recommendation (since this is a highly demanding course, getting this average could send the student to SL)

Course Length:	2 Years
Meets NBPS Graduation Requirement?	Yes
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

AMERICAN SIGN LANGUAGE 1

WLC 4300

Brief Course Overview:

American Sign Language (ASL) 1 is an introductory course designed for students with little or no previous study of ASL. This course teaches basic conversation skills, grammar, and vocabulary. The focus is on expressive and receptive American Sign Language, fingerspelling, and the culture of the Deaf community. Each unit will cover vocabulary related to a specific theme (friends and family, leisure activities, school, work, etc.) and grammatical concepts appropriate to level 1. This will be a predominantly no-voice class out of both cultural respect and the ACTFL recommendation that learning takes place through the target language for 90% or more of class time.

Main Topics of Study:

- Alphabet and Numbers
- Family, Places, Feelings, and Actions
- Colors, Time, Food, Clothing, Colors, and Animals
- Questions, Routines, School, Seasons, Careers

What are the Enduring Understandings of the course?

Students will be able to:

- Engage in basic conversations
- Demonstrate culturally appropriate behaviors
- Explain the culture and history of the Deaf Community

Prerequisites: None

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

AMERICAN SIGN LANGUAGE 2

WLC 5300

Brief Course Overview:

American Sign Language (ASL) 2 builds on the foundations of ASL 1 and focuses on developing conversational fluency and storytelling skills. Students will continue to expand their vocabulary and explore the grammatical principles and functions of ASL. This course will build on the topics introduced in ASL 1 and emphasize cultural awareness and the history behind the language. This will be a predominantly no-voice class out of both cultural respect and the ACTFL recommendation that learning takes place through the target language for 90% or more of class time.

Main Topics of Study:

A continuation of ASL vocabulary, structure, and grammar related to the following:

- Activities, Eating, Travel, Feelings, and Descriptions
- Working, Money, Academics, Interactions, and Directions
- Outdoors, Cooking, Clothing, and Devices

What are the Enduring Understandings of the course?

Students will be able to:

- Engage in basic conversations using vocabulary acquired in both ASL 1 and ASL 2
- Discuss and use grammatical principles and functions of ASL
- Demonstrate cultural awareness
- Explain the history of the language and Deaf community

Prerequisites:

Successful completion of American Sign Language 1 plus teacher recommendation.

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS AMERICAN SIGN LANGUAGE 2

WLC 5310

Brief Course Overview:

American Sign Language (ASL) 2 builds on the foundations of ASL 1 and focuses on developing conversational fluency and storytelling skills. Students will continue to expand their vocabulary and explore the grammatical principles and functions of ASL. This course will build on the topics introduced in ASL 1 and emphasize cultural awareness and the history behind the language. This will be a predominantly no-voice class out of both cultural respect and the ACTFL recommendation that learning takes place through the target language for 90% or more of class time. Students will be expected to engage in a more rigorous, fast-paced learning environment and complete independent assignments that demonstrate the use of critical thinking and higher-level communication skills.

Main Topics of Study:

A continuation of ASL vocabulary, structure, and grammar related to the following:

- Activities, Eating, Travel, Feelings, and Descriptions
- Working, Money, Academics, Interactions, and Directions
- Outdoors, Cooking, Clothing, and Devices

What are the Enduring Understandings of the course?

Students will be able to:

- Engage in basic conversations using vocabulary acquired in both ASL 1 and ASL 2
- Discuss and use grammatical principles and functions of ASL
- Demonstrate cultural awareness
- Explain the history of the language and Deaf community

Prerequisites:

- 93% average for two trimesters in American Sign Language 1
- Teacher recommendation
- Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

AMERICAN SIGN LANGUAGE 3

WLC 6300

Brief Course Overview

American Sign Language (ASL) 3 expands on the skills developed in ASL 1 and ASL 2, with a focus on refining conversational fluency, advanced storytelling, and expressive techniques. Students will deepen their understanding of ASL grammar, classifiers, and non-manual markers while engaging in more complex dialogues and narratives. This course emphasizes cultural competence by exploring Deaf history, current issues in the Deaf community, and linguistic variations within ASL. Students will also develop their ability to translate between ASL and English while analyzing the linguistic structure of ASL in greater depth.

Main Topics of Study

A continuation of ASL vocabulary, structure and grammar related to the following:

- Advanced conversational skills and storytelling
- Complex descriptions and classifiers
- Detailed narratives, opinions, and debates
- ASL linguistics: non-manual markers, role shifting, and indexing
- Deaf culture: history, advocacy, and current events
- Idioms, slang, and regional variations
- Technical and professional terminology
- Interpreting and transliteration basics
- Literature in ASL: poetry, folklore, and performance art

What are the Enduring Understandings of the course?

Students will be able to:

- Engage in complex conversations using advanced ASL vocabulary and grammar
- Apply storytelling techniques, role-shifting, and classifiers effectively
- Analyze and discuss ASL linguistics and language structure
- Demonstrate deep cultural competence and advocacy for the Deaf community
- Explain and interpret various forms of ASL literature and artistic expression
- Understand and apply professional and technical ASL terminology
- Develop skills related to interpreting and transliteration basics

Prerequisites :

Successful completion of American Sign Language 2 plus teacher recommendation.

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS AMERICAN SIGN LANGUAGE 3

WLC 6310

Brief Course Overview

American Sign Language (ASL) 3 Honors is an advanced course designed for students who have demonstrated a strong proficiency in ASL and a deep interest in Deaf culture. This course builds upon the skills learned in ASL 1 and 2, emphasizing advanced conversational fluency, complex storytelling, and ASL literature. Students will refine their use of classifiers, non-manual signals, role-shifting, and spatial referencing while engaging in discussions on Deaf history, linguistics, and social issues affecting the Deaf community. Critical thinking and analysis of ASL texts, films, and performances will be integral components of the course. Students will also work on translation and interpretation skills, preparing them for real-world applications of ASL in various professional and social contexts. The honors designation requires a higher level of engagement, independent projects, and deeper exploration of ASL as a language and cultural identity.

Main Topics of Study

A continuation of ASL vocabulary, structure and grammar related to the following:

- Advanced conversational skills and storytelling
- Complex descriptions and classifiers
- Detailed narratives, opinions, and debates
- ASL linguistics: non-manual markers, role shifting, and indexing
- Deaf culture: history, advocacy, and current events
- Idioms, slang, and regional variations
- Technical and professional terminology
- Interpreting and transliteration basics
- Literature in ASL: poetry, folklore, and performance art

What are the Enduring Understandings of the course?

Students will be able to:

- Engage in complex conversations using advanced ASL vocabulary and grammar
- Apply storytelling techniques, role-shifting, and classifiers effectively
- Analyze and discuss ASL linguistics and language structure
- Demonstrate deep cultural competence and advocacy for the Deaf community
- Explain and interpret various forms of ASL literature and artistic expression
- Understand and apply professional and technical ASL terminology
- Develop skills related to interpreting and transliteration basics

Prerequisites :

93% average for two trimesters in American Sign Language 2

Teacher recommendation

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

AMERICAN SIGN LANGUAGE 4

WLC 7300

Brief Course Overview

American Sign Language (ASL) 4 is an advanced course designed for students who have successfully completed ASL 1, ASL 2, and ASL 3. This course focuses on developing advanced fluency, precision, and confidence in expressive and receptive ASL through real-world topics, complex discourse, and culturally appropriate interaction. Students will engage in extended conversations, debates, narratives, and explanations involving abstract concepts, problem-solving, and personal viewpoints.

ASL 4 emphasizes accurate use of advanced grammar, time concepts, numbers, money, classifiers, role shifting, rhetorical questions, and non-manual markers. Students will explore topics such as finances, health, relationships, housing, transportation, education, technology, and Deaf culture through discussion-based practice and storytelling. This course is conducted primarily in ASL and follows ACTFL recommendations that instruction occur in the target language for 90% or more of class time.

This course is conducted primarily in ASL. Students are expected to maintain a no-voice environment during instruction, activities, and assessments to support language immersion and cultural respect. Students will use ASL, gestures, writing, or technology for clarification when needed and are encouraged to practice outside of class to continue developing fluency.

Main Topics of Study

A continuation of ASL vocabulary, structure and grammar related to the following:

- Advanced number concepts, time, dates, measurements, and calculations
- Money, banking, budgeting, debt, employment, and financial decision-making
- Health, wellness, medical situations, emergencies, and self-care
- Housing, neighborhoods, safety, and daily living
- Transportation, driving, travel, and problem-solving scenarios
- Relationships, dating, marriage, and life decisions
- Opinions, preferences, debates, and hypothetical situations
- Games, rules, competition, and social interaction
- Deaf culture, storytelling, folklore, humor, advocacy, and current events
- ASL literature, narrative development, and expressive performance

Students will be able to:

- Engage in extended, spontaneous conversations using advanced ASL vocabulary and grammar
- Clearly express opinions, preferences, explanations, and abstract ideas in ASL
- Use advanced grammatical structures including role shift, classifiers, rhetorical questions, conditionals, and non-manual signals
- Comprehend and respond appropriately to complex signed discourse
- Demonstrate cultural competence and appropriate discourse norms within the Deaf community
- Analyze, interpret, and create ASL narratives, stories, and real-world scenarios
- Apply ASL skills to practical, everyday, and professional contexts

Prerequisites :

Successful completion of American Sign Language 3 plus teacher recommendation.

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

HONORS AMERICAN SIGN LANGUAGE 4

WLC 7310

Brief Course Overview

American Sign Language (ASL) 4 Honors is an advanced, accelerated course designed for highly motivated students who have demonstrated strong proficiency in ASL through successful completion of ASL 1, ASL 2, and ASL 3. This course emphasizes advanced fluency, linguistic accuracy, and cultural competence through in-depth exploration of real-world, academic, and abstract topics. Students will engage in extended discourse, debates, storytelling, and analytical discussions entirely in ASL.

ASL 4 Honors places increased emphasis on precision in expressive and receptive skills, advanced grammatical structures, and higher-level discourse strategies. Students will analyze ASL linguistics, compare language structures, and engage critically with Deaf culture, history, literature, and contemporary issues. Instruction is conducted primarily in ASL and follows ACTFL recommendations that learning take place through the target language for 90% or more of class time.

ASL 4 Honors is a strictly no-voice, immersion-based course. Students are expected to communicate exclusively in ASL during class activities, discussions, and assessments. Due to the advanced and accelerated nature of the course, students are expected to take increased responsibility for independent practice, preparation, and engagement beyond the classroom.

Main Topics of Study

A continuation of ASL vocabulary, structure and grammar related to the following:

- Advanced number concepts, time, dates, measurements, and calculations
- Money, banking, budgeting, debt, employment, and financial decision-making
- Health, wellness, medical situations, emergencies, and self-care
- Housing, neighborhoods, safety, and daily living
- Transportation, driving, travel, and problem-solving scenarios
- Relationships, dating, marriage, and life decisions
- Opinions, preferences, debates, and hypothetical situations
- Games, rules, competition, and social interaction
- Deaf culture, storytelling, folklore, humor, advocacy, and current events
- ASL literature, narrative development, and expressive performance

Students will be able to do:

- Sustain extended, nuanced conversations using advanced ASL grammar and vocabulary
- Analyze and apply complex grammatical and discourse features of ASL
- Express abstract ideas, opinions, and arguments clearly and persuasively in ASL
- Interpret and evaluate advanced signed discourse and ASL literature
- Demonstrate deep cultural competence and ethical engagement with the Deaf community
- Conduct research on Deaf-related topics and present findings in ASL
- Reflect critically on language use, identity, and cultural perspectives

Prerequisites :

93% average for two trimesters in American Sign Language 3

Teacher recommendation

Placement test for new students

Course Length:	Year
Meets NBPS Graduation Requirement?	World Language
Included in Bright Futures GPA calculation?	Yes
Included in NBPS GPA?	Yes
NCAA Core Class?	Yes
State University Core Class?	Yes

GENERAL (NON ACADEMIC ELECTIVES)

STUDENT GOVERNMENT (VOTED IN)	Year long elective
** STUDY PLUS	Semester - 1 or 2 semesters
STUDY HALL (9-11)	Semester - 1 or 2 semesters
SENIOR STUDY HALL (12TH GRADE ONLY)	Semester - 1 or 2 semesters
STUDY HALL PERIOD 7	Semester - 1 or 2 semesters

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